

by Maggie Richards

The letter was read to the advisory council at its second meeting—a two-day conference in Oxford—last week.

A fifth committee, under the chairmanship of Mr Howard Gilbert, chairman of the Association for Adult Education, will be preparing a draft response to a consultative paper on the future of the Training Opportunities Scheme which the Manpower Services Commission is expected to publish shortly.

by Robin McKie

by Sue Reid

The SSRC has awarded a grant to two members of the university's economics department—Dr Paul Hare and Mr Hugo Radice—for an analysis of Hungary's 10 years of economic reform.

May 5, 1978 No 338

by Peter David

The Judge criticized Dr. George Brosan, the polytech-

The Judge agreed that the enrolment through administrative action by the polytechnic directorate had been improper. Since Mr Vyas had neither been fairly rejected nor properly enrolled, his application was still pending, he concluded. The Judge ordered the polytechnic and the CCE/TSW to agree on a method of giving him another hearing. **Students' view, page 2**

by Judith Judd

Senior staff in colleges are going on to a university lecturer scale depressed because of the pay anomaly. Though the difference between salaries will be paid they will not continue to be treated as senior lecturers and the money is not inflation proof.

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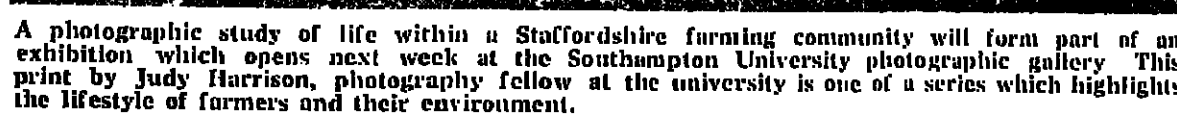
Lawyer's diary

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North East London Polytechnic last week refused to admit 95 self-financing students for the summer session because they have failed to pay fees for last term.

He added: "This is one of the worst examples of hardship suffered as a result of the government's policy that we have come across." He called for increased hardship funding from the DfES.

by Patricia Santinelli

Yet the fulfilment of this principle was vital for two reasons: for the individual, since it was the least skilled who would be in danger of being unemployed, and secondly because society would be in urgent

by Sue Reid

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Sir Keith Joseph, the Conser-

Printed and Published by James Neill, at New Printing House, 11, Abchurch Lane, London E.C. 4, England. Friday, April 24, 1948.
Served as a newspaper at the Post-Office, No. 11, Abchurch Lane, London E.C. 4, England. Price 10c.

by Robin M. ...

"It's a bit silly I suppose, but we can't seem to get a van big enough", Dr Barr said.



A. Musical Language at Sheffield

a very serious precedent if a lecturer could be dismissed after being held at the bar for that time. The Association of University Teachers said it knew of no similar

The committee judged Mr McCann's translation of Lukacs's Political Writings 1919-1929 "not to be a publication of research in the relevant sense of the term 'research.'" This view was endorsed

Mr. McColligan said: "It seems to me the academic grounds for this are so flimsy. I have observed the normal minimum search requirements, and in fact exceeded them, with two nan-

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Silly students and mad dons in undergrad view of Oxbridge

A student's eye view of Oxford and Cambridge is presented in two alternative prospectuses published this week.

Cambridge, prospective students are told, has many conservative and unimaginative courses and some students find the colleges' paternalism stifling. Oxford colleges, says the Oxford prospectus, "are not magnificent communities. Undergraduates are usually ignorant and frequently silly; dons are anything from mad to Machiavellian".

Both seek to dispel the myth that Oxbridge is the preserve of the brilliant and the public school boy.

The Cambridge prospectus says: "Colleges do want to admit people from state schools, if only so dons can boast about how good the social mix in their college is at charity parties. Directors of studies also want to get hold of all the lefties they can. They know from experience that they do consistently well in the Tripos."

Students applying to Oxford should not be put off from applying to a mixed college because they think the competition is too fierce.

DES gives its views on seven closed colleges

by Judith Judd

Officials at the Department of Education and Science have written to seven local authorities urging them to use redundant colleges of education for general educational purposes.

The letter follows a request from the National Association of Teachers in Further and Higher Education and the National Union of Students. Both unions are concerned that college buildings, often on prime sites, should be lost to education.

The seven authorities are Northumberland, Durham, Doncaster, Wakefield, the Inner London Education Authority, Bromley and Ealing, and the colleges concerned are Alwinton, Middleton St. George, Doncaster Institute of Higher Education, the Cusworth Annex of Bretton Hall College, Philipps Fawcett College, the Sidney Webb School of the Polytechnic of Central London, and Thomas Huxley College.

Officials will also be writing to other authorities who have already considered possible educational uses for their colleges but have not yet reached any decision.

The letter points out the importance of the continued use of redundant colleges for educational purposes wherever practicable and outlines alternative uses which have been approved or are being considered in other areas. It says that it may prove helpful to the authorities.

The suggested uses are the education of 16-19-year-olds, expansion of either further or higher education, in-service training of teachers in association with a continuing teacher training institution, establishment of a maintained boarding school and secondary school re-organization.

The letter also says that there may be cases in which consortia arrangements with neighbouring authorities would be the most suitable way of using a redundant college.

The statement added: "A recent DES report showed that some 50,000 discretionary awards were made in 1977-78, and of these a third were at rates below those which central government had prescribed for the mandatory category."

"Virtually all the discretionary awards involved students in public sector institutions and a substantial proportion related to polytechnic students. Quite commonly these involved final themselves faced with exactly the same living costs as fellow students receiving appreciably higher maintenance grants from the public purse."

The CDD points out that many of the courses involved are vocational and professional, with entry qualifications as stringent as those for courses attracting mandatory grants. "There is little doubt", the directors say, "that given appropriate financial support many more students would be drawn to these courses."

Nigerian students face expulsion over fees

by Sue Reid

A strongly worded memorandum highlighting the plight of hundreds of Nigerian students in Britain without adequate funds was issued this week by the United Kingdom Council for Overseas Student Affairs.

The memorandum claims that many institutions are now owed large fees by the Nigerian state or federal governments and many of the officially sponsored students receive no maintenance and are in severe hardship.

It says that the students in particular hardship are those officially sponsored by the state or federal governments or by government institutions such as the Nigerian Coal Board. A second category comprises those who are privately sponsored and those with officially approved loans from the Nigerian federal government.

The UKCOSA memorandum states that in all cases the difficulty has been caused in the transfer of currency between Nigeria and Britain.

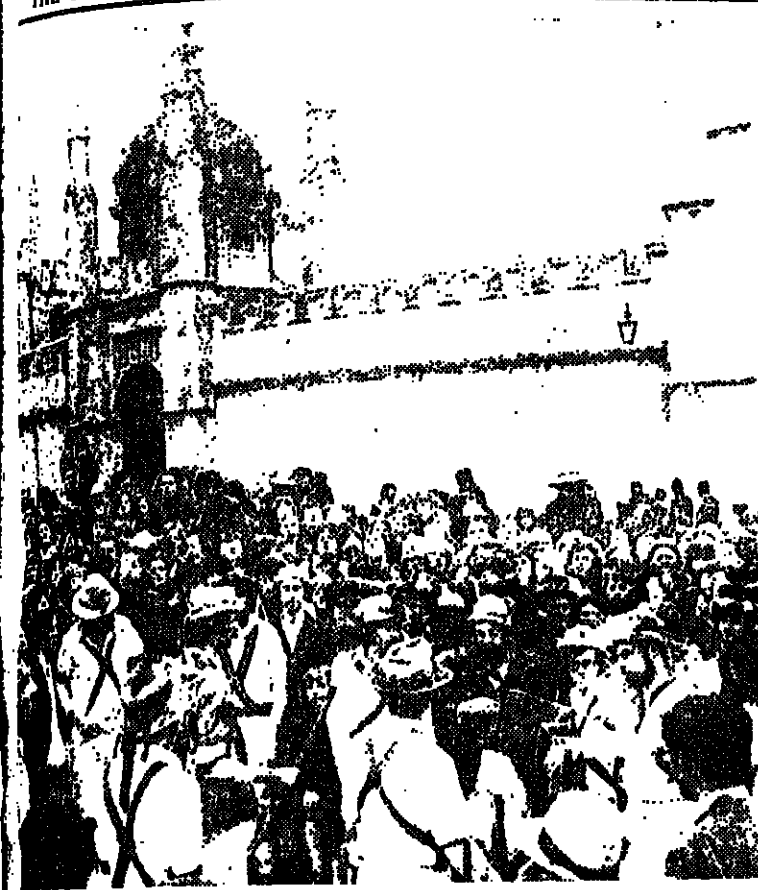
"Apart from the severe distress and hardship suffered by the students, and the financial loss to the educational institutions, it is particularly disturbing that the Nigerian Government is apparently failing to honour commitments under agreed procedures and disrupting the educational services placed at its disposal in Britain."

It warns that the situation is threatening Nigeria's good name and the education of its students. Many institutions had now reached the stage where they were unwilling to take new students or re-admit those whose fees remain unpaid.

A dossier of evidence released by the UKCOSA shows that at the month Polytechnic there were 100 officially sponsored Nigerian students who owed a total of £250,000 in unpaid fees last September. The college threatened not to re-admit them unless their fees were paid.

Eight students at St Andrews, 16,336 and the university has to given them the deadline of September 1978 to pay up before they asked to leave. At Strathclyde the university six other students are in difficulties.

The memorandum has been sent out to 43 universities and institutions to alert them to the situation and enlist their co-operation in "settling the matter right".



My morning dawned bright and warm in Oxford to greet the Morris dancers, above, the traditional Magdalen College choir singing and massing in crowds. The rest of the day was another story.

TUC discloses Mr Oakes explains why he prefers fifth option

by Sue Reid

A comprehensive policy for continuing education and training policies designed to widen the opportunities for working people to enter higher education, the Trades Union Congress (TUC) has disclosed in a special statement on adult education this week.

The statement, released to coincide with the conference on adult education priorities at the Open University, said the proportion of young people from working class homes going on to higher education was still as severely restricted. There was, it alleged, no indication that the proportion from this social-economic grouping was increasing, despite the expansion in higher education that had taken place during the 1960s.

The TUC believes that opportunities for vocational training must be made more flexible to enable older students to obtain new skills, so too we would advocate the opening of higher education places to more mature entrants, and to students without the traditional entry qualifications to universities. It calls on universities to be prepared to examine their own entry requirements and admissions policies. In particular, it says, the range, content and form of provision, including part-time courses and fees charged, must be reviewed.

The statement says: "It is no secret that the only real advances in opening opportunities for adults in higher education have so far come from the Open University and to a lesser extent from the polytechnics. So far the approaches from the TUC to government, the Committee of Vice-Chancellors and Principals and the directors of polytechnics have not resulted in any significant action to begin to open up higher education to unqualified adult students."

On trades union education, the document says it differs from traditional liberal education and in the TUC's view now represents "a valid and distinctive variant within the field of adult education." Particular attention had been paid to the learning difficulties faced by adult students and the TUC's view of this was a valid point to be taken into account in all educational opportunities for adults.

Another priority need—a real increase in opportunities for working adults—was not only to take more adults into the right to paid educational leave. It had been shown over the years that the right to paid release was crucial in any real extension of educational opportunity.

Priorities in Continuing Education. A TUC Statement, available from the TUC Congress House, Great Russell Street, W.C.1. Price 20p.

by Maggie Richards

A White Paper on the future of higher education may shortly follow the Government's recently published discussion document, Mr Gordon Oakes, Minister of State for Higher Education, hinted this week. Mr Oakes was addressing a one day conference on education for adults on Tuesday, jointly organized by the Open University and the Trades Union Congress at the OUP's Milton Keynes campus.

Earlier Mr Brian Groombridge, director of London University's extramural department, had criticized the lack of time allocated for responses to the document, Higher Education into the 1990s. The need for a speedy response would have been more understandable if it was a wider opportunity for those people I am talking about," Mr Murray said.

It was necessary to make sufficient provision for young workers and to introduce a system of mandatory grants allowing those who wished to remain at school after 16 to do so. Adults also needed courses of training throughout their working lives to take account of technological changes. Two other groups whose needs had been neglected were women and ethnic minorities.

Overall, the principal concern of the trade union movement had to be to increase the educational opportunities for those who had minimal qualifications or none at all.

Mr Groombridge said he could not recall a time of greater harmony between all those concerned with continuing education. There was also a greater match between the skills available and existing needs, and there was now support of the modern world universities must pay for more attention not the TUC.

merely to full-time courses, but to courses for a term, a month or even less."

Other factors which were vital to a system of continuing education included paid educational leave and a credit transfer policy—and the Open University deserved congratulations in this sphere for its recent agreement with the Council for National Academic Awards.

Mr Len Murray, general secretary of the TUC, spoke of the need to redress the educational balance and allocate far more resources to those with the greatest special and educational needs. "We recognize the very huddle work being carried out in the colleges and polytechnics by the Workers' Educational Association and even in some of the traditional universities, all in their different ways seeking to provide wider opportunities for those people I am talking about," Mr Murray said.

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Hull gives its quid pro quo

Hull University has told the National Union of Students that it needs new courses and new buildings to cope with a proposed increase in student numbers. The university has been asked by the UGC to increase student numbers from the present 4,800 to 5,700 by 1981-82. In return, Hull wants new courses in applied science and engineering, business and management studies and some interdisciplinary studies.

The university said this week: "These developments are proposed to meet student demand, to shift back to a greater proportion of science, technology and engineering students, as is envisaged nationally and to develop the university's relations with industry both regionally and nationally." A recent letter sent out to universities by the UGC said there should be a move back to the sciences from the arts.

Hull is also asking for two new buildings, one for a second arts building. Work was started on its foundations in 1973 but stopped because of spending cuts.

The university wants to use it for expansion in arts, social sciences and management subjects so that other buildings could be freed for developments in applied science. The second building would provide residential accommodation for 320 students.

CDP joins in complaint

Polytechnic directors joined the National Union of Students last week in condemning the Department of Education and Science's failure to improve the position of students receiving discretionary grants.

A statement issued by the Committee of Directors of Polytechnics said that, while directors welcomed the increases in mandatory awards announced by the DES, the position of students on discretionary grants was "highly unsatisfactory".

The statement added: "A recent DES report showed that some 50,000 discretionary awards were made in 1977-78, and of these a third were at rates below those which central government had prescribed for the mandatory category."

"Virtually all the discretionary awards involved students in public sector institutions and a substantial proportion related to polytechnic students. Quite commonly these involved final themselves faced with exactly the same living costs as fellow students receiving appreciably higher maintenance grants from the public purse."

The CDD points out that many of the courses involved are vocational and professional, with entry qualifications as stringent as those for courses attracting mandatory grants. "There is little doubt", the directors say, "that given appropriate financial support many more students would be drawn to these courses."

Overseas students as educators

A seminar on the role of overseas students as an educative force in the western world is to be staged by the world University Service at Edinburgh University tomorrow.

A spokesman for WUS, which is supporting 700 overseas students who have suffered discrimination in their home countries, said this week: "The National Front message is now spreading throughout the country. The discriminatory regulations governing overseas students are helping to combat that message but we hope this seminar will help towards a clearer understanding of the benefits of a multi-racial society."

Finniston told of need for realism in engineering degrees

by Robin McKie
Science Correspondent

Industry must cooperate with universities and polytechnics to bring more realism into degree courses, the Engineering Industry Training Board has warned the Finniston committee.

In its submission, the board states that most graduates who qualify through full-time courses receive no practical training in engineering or industrial experience. Cooperation is also necessary to ensure that curricula are kept up to date with regard to industrial practices, the board's report adds. To put this right, it suggests that industry provides external lecturers who have practical engineering experience, particularly in design and manufacture.

The EITB's submission is also critical of integrated sandwich courses which were developed to overcome the problem of lack of cooperation. At present, these courses have not been developed to their full potential, nor are they attracting the more able students.

Another board fear concerns the closure of the traditional Higher National Certificate route to gain specialist professional engineering skills.

This has deprived the industry of a well-established source of supply of professional engineers with a high degree of motivation, and good practical experience.

The board, which represents employers, trade unions, and educational institutions, is responsible for engineering training in Britain, where 40 per cent of the industrial intake of students in this country did not receive formal training in the board's standards last year.

"In some cases the employer takes the view that the training is unnecessary or inappropriate for the job he wants done, but in some the entrant's own attitude, after a many years in the education system is one of reluctance to undertake further training, as opposed to doing a job in industry," the EITB report states.

The submission concludes with a warning about the numbers of recruits of adequate quality entering industry and calls for action to be taken, particularly at schools, to allow pupils to be better informed about engineering careers.

Sussex progressive tradition being eroded, students say

by Judith Judd

Students at Sussex University have written to their vice-chancellor because they are concerned that the university's progressive and democratic traditions are being eroded.

In an open letter to Sir Denis Wilkinson they say that they fear that two aspects of university life established under his predecessor, Professor Asa Briggs, are threatened.

The first is the understanding that the student union is the legitimate voice of the students on the campus. The second is that the union has a role to play in the running and future planning of the university.

The letter says: "The Community Services" structure set up by Asa Briggs was a forward-looking idea for the running of universities. Students have always been in a minority on these committees but since they have been convinced that the administration members on the committee then things would be changed."

"However, in the past year the whole reason for these committees has been negated."

The letter says that agreements about rent increases reached by the accommodation and community services committees have been overruled by the university council.

It adds that at both senate and planning meetings objections were made to students' representatives being mandated by union general meetings.

"Throughout the year we have felt that you do not want students to participate collectively in the decision-making processes of the university."

"The students put two questions to Sir Denis. They ask: 'Do you believe a student's union has a role to play in university life?'

"Do you intend to preserve the steps made by your predecessor towards a more open forum of university here at Sussex, and to try to extend Sussex's reputation, democracy and innovation? Or is Sussex to become just another second-rate Oxford college?"

A university spokesman said the vice-chancellor had been away but would be replying to the letter.

Students at the London School of Economics agreed last week to a policy of regular checks of future guest speakers at the school to decide whether they are racists and ought to be banned.

The new policy was decided at a special general meeting called in the wake of the controversial decision to ban Sir Keith Joseph, MP, because of his refusal to sign a statement opposing all immigration controls.

Under the new arrangements, banings will have to be decided by a general meeting of the student union and not left to the executive committee. Lists of outside speakers will be regularly given at student union meetings, which will then decide whether any individuals ought to be banned.

Mr Trevor Phillips, president-elect of the National Union of Students, failed to persuade the LSE students to restrict their banings to people not belonging to any of the major political parties.

A resolution listing proscribed organizations such as the National Front and restricting the "no platform" policy to them was rejected.

A Conservative resolution which would have abandoned the no platform policy altogether was also rejected. Instead the students voted in favour of a motion saying the no platform policy could be applied to members of the major parties if

Combined proposals from more than one organization will also be considered. This will allow universities and other research groups to cooperate with industrial organizations in line with recent central government policy to encourage the transfer of technology from universities to industry.

The choice of experiments for the collaboration will be made by the ESA and the European Space Agency. The European Space Agency programme in 1982 and 1983 is expected to consist of four missions.

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Caxton's Malory connexion proved

by Patricia Santinelli

Detective work by British Library staff using criminal investigation equipment has revealed unexpectedly that William Caxton worked with Thomas Malory's *Morte d'Arthur* manuscript, between 1480 and 1483.

Until recently it was thought that the manuscript, purchased for £150,000 from Winchester College, was totally independent of Caxton's printed version of 1485 because of the differences in the text and the absence of normal printing house markings.

However, following the library's acquisition of the manuscript, Dr Lotte Hellinga, an expert in early printing in the department of printed books, confirmed that previously detected smudges of printer's ink were attributable to Caxton.

Using police infra-red equipment Dr Hellinga was able to identify five distinct letter forms belonging to two separate fonts of type used by the printer, proving that Caxton probably used the manuscript to prepare his own slightly abridged and heavily retouched version.

Further research by Mr Hilton Kellier of the department of manuscripts has also identified the way the manuscript came to be in Caxton's Westminster office.

Evidence suggests that he was presented with the manuscript by Malory's patron, Anthony Woodville, Earl Rivers, 10 years after the author's death.

New City and Guilds crafts programme

Young craft apprentices are being offered a new simpler route to the top by the City and Guilds Institute which last week announced a complete revision of its pattern of certificates.

The Institute is categorizing all its schemes into three levels: immediate, craft and advanced craft. One interested organizations have been contacted by the Department of Industry and the Science Research Council who have pointed out that the European Space Agency is seeking proposals for its Space-Lab programme.

The most favoured experiments are likely to be those in the fields of material sciences and space technology, life sciences, space technology, atmospheric sciences, earth physics, astronomy and astrophysics. However, there will be opportunities for other projects which could benefit from low gravity research during the 16-day missions.

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Second, the revised pattern will ensure that attainment in further education is now linked with industrial skills training or employment.

Experiments sought for Europe's Spacelab missions

by Robin McKie
Science Correspondent

The hunt is on for experiments to be flown on the manned European Spacelab missions in 1982 and 1983.

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New policy on banning racist speakers adopted at LSE

by Peter David

Students at the London School of Economics agreed last week to a policy of regular checks of future guest speakers at the school to decide whether they are racists and ought to be banned.

The new policy was decided at a special general meeting called in the wake of the controversial decision to ban Sir Keith Joseph, MP, because of his refusal to sign a statement opposing all immigration controls.

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A Conservative resolution which would have abandoned the no platform policy altogether was also rejected. Instead the students voted in favour of a motion saying the no platform policy could be applied to members of the major parties if

they were deemed racists by the students' union.

But student spokesman said this week that they would not attempt to disrupt a lecture by Sir Keith when he returns to speak at the LSE at the invitation of Professor Ralf Dahrendorf, the school's director. They said the union had now changed its policy and no longer regarded immigration controls as racist.

Professor Dahrendorf said in his invitation to Sir Keith: "There are few principles, perhaps none, which we at LSE value more highly than freedom to speak, and it is our consistent practice to listen and argue rather than to be intolerant and violent. It is later apologized and Sir Keith for the 'insulting and indefensible' actions of some of the students."

Sir Keith's banning has led to extensive and complicated reorganizations among student political factions. Mr Julian Ingham, the Lib member of the LSE union executive who asked Sir Keith to sign a pledge opposing immigration controls before being allowed to speak, claimed this week that he had been trying to "defuse" the situation.

He said that the difficulties had been engineered by Conservative students who wanted to bring the union into disrepute.

Mr Mike Jackson, chairman of the National Students' Organization of Labour Students, took a similar line.

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ACADEMIC DEVELOPMENTS

MBA 'tailor made' for industrial manager needs

by Sue Reid

Bradford University is planning to set up the United Kingdom's first master's degree in business administration with a major specialization in industrial management. The degree programme, to be launched by the university's management centre in collaboration with the Institution of Works Managers in the autumn, will be a significant advance in emphasizing the vital need for professionalization in industrial management.

It will be a sandwich course made up of three major modules, planned to provide more flexibility than usual. It can be completed over a period of between three and five years and is 'tailor made' to embrace the subjects most relevant to industrial managers.

In the standard course the first module will take a period of 10 weeks running from October to December. The subjects will include economics, management, financial and management accounting, marketing, production and organizational behaviour.

The second module, taking eight weeks from January to March in the second year, will concentrate on society and management, management, management, production management and industrial relations.

Ultimately, in the third year, students will take module three over an eight week period. Then the subjects will include strategic management, management accounting, production management and industrial relations.

After each module students will be asked to work on company-

based projects and will maintain full contact with their tutors during this time. In exceptional circumstances two modules may be taken in one year or the course may be extended over five. Students taking the MBA will normally have a first degree and be nominated by their companies and the institution. It is a prerequisite of the course that students should have a minimum of two years in a responsible manufacturing position.

Professor J. C. Higgins, director of the management centre and professor of management science said: "Initially we aim to have 12 students for the first course and then build up to producing 20 or 30 highly qualified people each year."

As there are some 1,200 MBAs emerging from management schools each year our initial target is a modest one, but with a growing acknowledgement of the industrial management function the course should develop significantly into the future."

Mr Christopher Benson, general secretary of the Institution and director of education, commenting on the new course, said: "On the Continent, particularly Germany, there is a high regard for industrial qualifications, and the Harvard Business School and the MIT in the United States have an immediate echo."

"Now with the establishment of the industrial management specialization within the Bradford MBA we are, I believe, making a positive move towards gaining a true recognition of the vital role of the industrial manager in British industry and towards more articulate managers progressing to boards."

OU offers reading diploma on in-service training basis

by Maggie Richards

Ten courses for teachers wanting in-service training are to be offered next year by the Open University as part of its associate student programme. Successful completion of four of the courses leads to the Diploma in Reading Development, the first diploma offered by the OU.

The courses are available to teachers of all disciplines, and applications can be made up until October.

The Open University is the largest single provider of in-service education for teachers in Britain. This year 15,000 will be taking courses making up the diploma.

The four courses which make it up are: reading development, which examines learning to read and reading to learn and sug-

gests ways in which to improve standards for all age groups and at all ability levels; language development, an interdisciplinary study of language and its development; the reading curriculum and the advisory role which applies theory to practice in areas where reading competence can be best developed; and reading and individual development, where theory is applied to practice in monitoring the progress of individual children and helping them to develop all-round competence as readers.

One or more of the four courses leading to the diploma can be taken without commitment to enrolling for all four.

The 10 courses, along with 40 others in the OU's associate student programme, will be presented from February next year.

More flexibility in maths at Reading

A new system of unit courses has been introduced by Reading University's school of mathematical sciences. The scheme will allow a further flexibility to first year mathematics and computer science students at the university.

Talks about the introduction of unit courses at Reading on a wide basis have been going on for some years but the school of mathematical sciences has been the first to actually introduce the scheme.

Reading students within the science faculty, which houses the mathematical sciences school, are not committed to a choice of final degree course until they take the first university examination in three subjects after two terms.

Now all courses in the mathematical sciences school taken after FUE will be arranged in units, each

consisting of about 40 lectures. The degrees which have all been in existence for some years, will all continue to exist with enhanced flexibility.

Students who select units with care will be able to delay their final degree choice until the end of their third term, or even later.

Students will normally take 17 units altogether. There will be a general requirement that to be eligible for an honours degree they must successfully take sufficient units of advanced prescribed material.

For any particular degree course certain units will be compulsory while others will be selected from short lists. The combination will form the student's profile for a degree.

Each profile will contain a blend

of compulsory and selected units to a maximum of 13. The remaining units can be chosen freely by students subject to constraints inherent in the timetable.

A student who fulfils the profile requirements for none of the honours degrees within the school but has otherwise taken and passed the required number of units will be eligible for a degree in mathematical sciences.

The academic advantage of the system will be its flexibility, the university says. Students will be able to bias the content of their course towards any special interest or ability.

There are more than 40 members of the mathematical sciences school and this summer about 70 students are expected to proceed on to final degree courses within this unit system.

Multi-racial studies degree



The first batch of 27 students has enrolled on Birmingham Polytechnic's bachelor of education degree in a multicultural society.

The degree is the first of its kind to be offered by a polytechnic and is accredited by the Council for National Academic Awards. Designed principally for serving teachers, it deals with the special problems of teaching West Indian and Asian

children in British schools, and with the education of all children living in a multicultural society.

Included in the first enrolment for the course are a number of head teachers. The students attend the polytechnic two evenings a week for three years before graduating. Mr Maurice Johns, the course director, is himself a former school head, and author of *Teaching in a Multicultural Society*.

Master of letters in Scottish studies

The University of Stirling is to offer a new post-graduate course in Scottish studies from September this year.

The university says that the course which will lead to a master of letters degree in Scottish studies is unique.

Students will look at the eighteenth century Scottish enlightenment through history, literature and philosophy. They will be able to take the course full-time over one year or part-time over two.

Arrangements will be made for those studying part time to fit in their academic work with their job. The course will begin with a study of "society and enlightenment in Scotland from 1680 to 1830." They will then select two options from "man as a social being: David Hume," "the writer and society in Scotland 1700 to 1830," "the Scottish universities: Medicine and science" and "industry and society in Scotland 1780 to 1840."

Each student will have to produce a dissertation.

New OU offerings in humanities

A dozen single courses of special interest to people interested in the humanities are to be included in the new expanded programme of home-based 10-month courses offered by the Open University in its associate student programme for 1979.

They include "historical data and the social services", a third level course for historians interested in learning social science methods; the age of revolutions, a second level programme which examines the major themes of European history and culture between 1775 and 1830 and "science and the rise of technology since 1800", which aims to illustrate the importance of science in this period. This is a second level course.

Other courses will examine elements in the art of music, the history of mathematics, the Reformation and twentieth-century poetry. Students are able to apply from next month up until October and the majority of the courses will begin next February.

Adults get chance to prepare for London degree

West London Institute of Higher Education is giving mature students a chance to prepare for a university degree. It is offering a special preparatory course for adult students who do not have the minimum entrance requirements to enter a degree programme.

Under the scheme students taking the preparatory courses put forward to the special entry committee of the University of London's Institute of Education are eligible for places on the Institute's degree course.

The one-year preparatory course is split into two parts, the first concentrating on American studies and the second on either English or sociology. Students are required to study two evenings a week.

The Institute, which has been running the course since September, 1976, has chosen the theme "the frontier" for the American studies section this year. Students have attended a series of lectures and seminars on literary, historical, political, religious, economic and geographical aspects of the theme.

Evidence to the special entry committee of the students' capacity to handle degree work is supplied by dissertations on topics of their own choice. Examination papers are set in English and sociology with the papers being marked internally and moderated externally.

The Institute says that students are attracted from all walks of life. "We would also like it to be appreciated as an end in itself as a means to an end and students are told that even if they do not qualify for special entry they are glad to have completed a year's study."

Teaching pack on trade unionism

A teaching pack on basic trade union studies has been produced by the Workers' Educational Association.

The pack includes a booklet giving a basic guide to trade unionism, with a complete trade union glossary, and a selection of fact sheets giving statistics on the union movement, an outline of the law relating to dismissal and a guide to the Race Relations Act, and a case study of immigrants and trade unions.

The materials were originally used to teach groups of Asian workers in the textile industry. The pack was conceived as a response to concern expressed by the Trade Union Congress and the individual unions about racist movements.

In three Lancashire towns—Blackburn, Oldham and Rochdale—the WEA organized classes for the major ethnic groups of Pakistani, Bangladeshi, and Indian origin. The pack was developed to help teachers in explaining basic concepts of trade unionism to the students. It was this problem of the teaching pack, which was created by a team working on a job creation project.

The pack can be obtained from the WEA office at Temple House, 9, Upper Berkeley Street, W1, or from the WEA North-Western District Office at the College of Adult Education, Cavendish Street, All Saints, Manchester.

North American News

Marxist loses Supreme Court battle for job

Marxist scholar H. Bruce Franklin has lost his long battle through the courts against the University of Colorado's refusal to appoint him to a professorship.

Without a hearing, the Supreme Court left standing the decision of lower courts that the university's Board of Regents had not infringed Franklin's constitutional rights in 1974 when it rejected his appointment, which had been approved by the faculty and administrative bodies. He claimed that his political views had been the basis for his rejection.

Franklin, a distinguished scholar of American literature, had been sacked from his professorship at Stanford University, California, in January, 1972 for his anti-Vietnam War activities.

After a series of hearings that caused bitter dissent within the university, a Stanford faculty board decided his speeches had incited students to violence and unlawful acts. (He is still fighting in the California courts against his original dismissal.)

When he applied two years later for a job at the University of Colorado, the English department there voted overwhelmingly to recommend his appointment and both the Dean of Arts and Sciences and the Chancellor approved the recommendation.

However, after a series of emotionally charged meetings and in an atmosphere soured by the sacking of the university president (for reasons unconnected with Professor Franklin), the Board of Regents voted 8-1 against appointing him.

Among those who spoke in favour of Professor Franklin at the final regents' meeting was playwright Arnold Wesker, then a visiting professor at Colorado. He com-

pared the case to that of the German Marxist Rudolf Durschke who had been refused permission to stay in Britain to study at Cambridge.

Eventually, in the autumn of 1975, Professor Franklin obtained a professorship at Rutgers, the State University of New Jersey. But he maintains that he still wants to join the University of Colorado.

He said the Colorado regents' refusal to appoint him was a violation of his First Amendment rights to free speech and for violating the university's own prohibition of political discrimination. But the university persuaded two courts that they overruled Professor Franklin's appointment because of his inflammatory behaviour at Stanford and not because of his political views.

The Appellate Court ruled that he failed to show that his Stanford speeches were protected under the First Amendment.

Professor Paul Levitt, head of the English department at Colorado, wrote in *Change* magazine that Professor Franklin has been the subject of harassment and massive surveillance by the FBI in a campaign to "neutralize" him.

According to the American Civil Liberties Union the FBI tried to discredit him through false rumours, bogus letters, hostile newspaper articles and the use of informants with Stanford University trustees.

The Colorado ACLU says the Colorado University regents were supplied by the FBI with at least one article critical of Professor Franklin before their vote.

The American Association of University Professors filed a brief on Professor Franklin's behalf. But AAUP counsel David Rabban said he did not believe the case was important as a precedent for other academic freedom cases because of its unique circumstances.

Top foundation's president resigns in row

from our correspondent

WASHINGTON

Dr Aaron Wildavsky has unexpectedly resigned as president of the Russell Sage Foundation after less than a year, following a row with the foundation's board.

Board chairman Dr Oscar Ruebhausen, a New York lawyer, said in a statement that the resignation was the result of "differences of perception of the foundation's role and the board's role" and that he had been dismissed but refused to say why.

There was a disagreement between him and the chairman of the board, and he is still there and is not, he said.

He is one of America's leading policy analysts and came to the New York-based foundation from the University of California. He set up a \$3m a year grant and research

programme at Russell Sage in the areas of culture, citizenship, institutions and policy analysis.

In an article for the *TIMES* (April 14) on the future of American foundations, Dr Wildavsky and Russell Sage consultant Dr James Thompson, co-authors of *Foundations*, should become a site for alternative ways of thinking about problems, rather than the handmaidens of existing governmental or corporate enterprises.

"In such a role, the foundations would be building on the one relatively unique strength which they do not have easily lost: their independence and their freedom from having to meet either political or market criteria."

"The price of such an approach would be a high degree of 'irrelevance' to daily policy-making activity. To us this seems a price

Political prejudice is still threatening academic freedom in the United States. Clive Cookson.

North America

Correspondent, reports on two recent cases involving

Marxists



Professor H. Bruce Franklin: sued Colorado regents.

Budget cutback fears if radical is appointed

A classic example of interference by local politicians, conceals Professor Bertell Ollman, a Marxist political scientist currently at New York University, who has been nominated to chair the Department of Government and Politics at the University of Maryland.

He was chosen for the job by a departmental search committee out of about 100 applicants, and the nomination was endorsed by Provost Murray Pataff and Chancellor Robert Gluckstein. At the time of writing, only university President Wilson Ellis had still to approve the appointment.

However, at least two of the state university's 13 regents objected publicly to the idea of a Marxist heading Maryland's politics department. One of them was quoted as saying: "We have too many of those kind of people from up in New York down here now."

State and local politicians have also been complaining about Professor Ollman's nomination. The controversy really blew up when Blair Lee, acting Governor of Maryland, said he doubted the wisdom of the appointment and predicted that it could "kick up quite a backlash" from citizens and legislators.

Some of the latter hinted that the state's taxpayers might be asked to pay for a cut in the university's budget.

What annoyed the academic community must have been Governor Lee's statement that "If this were Harvard that we were running, there would be no big problem. It's a private institution, and here we are dealing with a state-supported university."

The American Association of University Professors wrote to Governor Lee urging him to stop interfering. "Fundamental to academic freedom, and thus to the unencumbered pursuit of knowledge, is the principle that the appointments of professors should not be influenced

by their political views, but should be based on their academic qualifications as scholars and teachers."

Professor Ollman, holder of an Oxford University doctorate, is the author of a successful book: *Affirmation: Marxist Concepts of Man in Capitalist Society*. His reputation at New York University (a private institution) as both a teacher of political theory and as a scholar is apparently excellent.

He emphasizes that although he is a Marxist in the academic sense, his political views are socialist rather than communist.

Mr Kurland says the Ollman case is a classical example of political intervention in the academic process. "It provides all too sharp an answer to those who say that these days the only real threat to academic freedom comes from within academe."

He agrees there is generally much less interference with the academic freedom of Marxist scholars now than, say, a decade ago. "I know persons after persons who had a lot of trouble getting located ten years ago despite the easy academic job market, because of the political climate."

But, he said: "Every time it has happened for a while and you think you have seen the last of it, it comes up again."

In a case like Ollman's, the university administration is bound to use up a certain amount of "political capital" if it stands up for academic freedom against political interference. And that could weaken it in future dealings with the state—for example when the time comes to lobby for funds from the state budget.

Consumers' protest delays new research patent rules

The government has postponed the introduction of new regulations strengthening universities' patent rights over inventions made through federally financed research, after protests by consumer groups.

Ralph Nader and his associates said the regulations would give away "hundreds of millions of dollars of profits from work supported by the federal government" over the next decade. They called the policy "unconstitutional, unwise and contrary to the public interest."

The new rules, which were to have come into effect a month ago, would give universities almost complete 17-year patent rights to inventions made by their researchers in the course of federally funded work. Currently their rights revert to the government after only three years.

The changes would give universities more chance to cash in on the fruits of federal research grants and contracts by licensing their pat-

ents for exploitation by private business. But after Mr Nader's intervention Senator Gordon Nelson, chairman of the Senate Committee on Small Business, asked the General Services Administration and the Office of Management and Budget to delay implementation for four months. They agreed.

During the postponement the Committee on Small Business and the Administration will be looking more closely at the issue. It is likely to be considered by President Carter together with the related issue of how much the government should contribute to the indirect costs of its research grants and contracts.

Research universities are dismayed about the recent turn of events. They feel strengthened patent rights are necessary if the results of research are to be applied as quickly as possible by private industry. Three years is not long enough to persuade a firm to take out a licence and develop and market the invention.

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Australia

Major changes proposed in third-level financing

from John Kirkaldy

SYDNEY

A partial return to the principle of triennial funding is one of the main recommendations of the Tertiary Education Commission (TEC) in Volume One of its report for 1979 to 1981.

The commission was established last year under the chairmanship of Professor Peter Karmel as an amalgamation of the commissions on Universities, Colleges of Advanced Education (CAEs) and Technical Education and Further Education (TAFE).

Volume One of the report contains the commission's recommendations for the allocation of recurrent and capital funds for 1979 and 1980 and guidelines for 1981.

Volume Two will be completed by August and will recommend programmes of financial assistance for 1979 using the money specified by the government in its guidelines for 1979 to 1981 which are expected next month.

The report criticizes the present complicated system of funding Australian higher education, saying it handicaps the commission in its role of planning and consultation.

At the moment, the government provides the commission with guidelines for its report relating to the following three years in the first half of each year.

The expenditure figures are firm for the first year of the triennium but are for planning purposes only for the second and third year. Each year of the triennium rolls forward one year, hence the generally used phrase "rolling triennium".

The work of the commission falls into two stages in an annual cycle. First, it advises the Education Minister of the requirements of the tertiary sector.

Second, after the government has announced the level of funds available and has issued its guidelines for the next rolling triennium, the commission allocates those funds between universities, CAEs and TAFE.

The latest report urges new arrangements, in order to allow more time for consultation and for the deliberate consideration of longer term and other special issues, and to permit orderly planning and rationalization in the use of resources.

The new schedule would have the commission reporting to the government on the needs of tertiary education at least one year before a triennium starts.

The government would then announce firm guidelines for recurrent expenditure for the triennium and, annually, a cash allocation for capital works.

The report believes that these proposals are feasible because numbers at universities and CAEs will be virtually static for many years and government expenditure will not increase in the foreseeable future.

This means that it will be possible to control this expenditure under the annual budgetary procedures of the federal government. (TAFE, in contrast to universities and CAEs, is basically state-funded with the federal government topping up its grants.)

Volume One makes for sober reading, apart from those sections dealing with TAFE, which is now Australia's only growth sector in

education. Its recommendations are based on the guidelines announced by the federal government for 1978 and the indicated figures for 1979 and 1980.

The following allocations were provided for in 1978: universities A\$633.8m; CAEs A\$445.9m; and TAFE A\$90m. (This means a total allocation of A\$1,169.7m at December 1976 cost prices—£681m.)

The government also announced that no new universities or CAEs will be built in the next triennium except the already announced Australian Maritime College. Tertiary education funding will be expanded by only 2 per cent in real terms in 1979 and 1980.

In addition to the 10 per cent increase in TAFE funding in 1978, the government announced in January that it proposed to add a further A\$50m (June, 1977, cost level) to TAFE capital for the triennium 1979-81.

The general background to this report on universities and CAEs is one of no growth. According to its estimates, by 1981, there will be 162,800 students at universities and 155,100 at CAEs, a virtually negligible increase over the figures for 1978 of 161,172 and 148,452 respectively.

The only real area of possible growth will be that of the percentage of mature students.

In terms of research, library grants, equipment and buildings, the report is more optimistic.

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Israel

Fewer students choose top campus

from our correspondent

JERUSALEM

Israel's oldest and most prestigious university, the Hebrew University of Jerusalem, is worried about a decline in its student population. Tel-Aviv University now has more students, 13,230 against 12,080, according to provisional figures for this year.

The Hebrew University believes that incentives should be given to students to study at Israel's national university.

And the Rector thinks that Israel, with a population of about 3,250,000, cannot afford and does not need, six universities.

He thinks three—the Hebrew

University, Tel-Aviv and the Technion in Haifa would be enough. They have the facilities and staff to handle the total student population, he says.

He thinks they could also even take over much of the teacher training from the sixty teacher training colleges, whose students number in all 11,500, and some of which have fewer than 100 students.

But he is aware of the difficulty of turning the clock back and has a minimum objective—the universities, particularly the younger ones, should not be authorized to have doctoral studies, where these already exist in other universities.

Provisional figures for 1977-78 published by the Central Bureau of Statistics indicate a decline of over a thousand in student numbers compared with 1976-77. For the first time since 1974-75 the total figure will be less than 52,000, 51,570 as against 52,088 in 1974-75, 52,510 in 1975-76 and 52,780 in 1976-77.

The number of women students has been increasing—42.8 per cent in 1974-75, 44.5 per cent in 1977-78. In 1974-75, the latest figures available, women were predominant among those taking a postgraduate diploma—987 as against 219 men. These diplomas are mainly for teaching and librarianship.

Ireland

Entry exams come under union fire

from Paul McGill

DUBLIN

Ireland's system of admissions to university is "primitive and gross", according to delegates at an Irish Federation of University Teachers' seminar.

Entry is on the basis of points gained in the Leaving Certificate final exam, but some subjects are compulsory and the number of points needed depends on the number of applicants. The number of points needed is rising year by year.

Criticism of the system ranged from objections that it was too complex to the claim that it discriminated against adults who had not had second-level education.

Some delegates felt the universities were doing themselves a disservice by excluding first-class students because, for example, they did not have a modern Continental language. Disciplines like engineering and architecture lost out by discriminating against students who had taken technical subjects in the Leaving Certificate.

The title of the seminar was "University entrance requirements and their effect on second-level curriculum".

The head of a Dublin school, Father Paul Andrews, said universities influenced schools by offering the glittering prizes of status and the promise of high salaries. "The keys for these will be fought for intensely in Ireland where jobs are few and attractive ones are fewer."

Other speakers said the system put children under great stress. The 90 per cent of children who did not go to university were badly affected because they were pushed into academic streams.

Subjects like music, art, technical drawing, building construction, civics and religion were being ignored in favour of academic subjects.

The fact that four times more boys than girls study higher maths was causing a sex bias, as was the failure of many girls' schools to pay sufficient attention to scientific subjects.

Defenders of the system said it was the fairest yet devised. One said part of the outcry was because middle-class parents with money could no longer get their children into university.

IFUT president, Mr. Paddy O'Flynn, defended the system, and argued that the problem stemmed from the failure to expand higher education to match the rise in the number of qualified school leavers.

France

Protests as cutbacks threaten engineers' training

from Guy Neave

PARIS

Unrest has broken out at the new University Centre for the Study of Science and Technology at Clermont Ferrand. Students protesting against the phasing out of first cycle studies have occupied the administrative centre.

First cycle studies cover the first two years of university undergraduate education and lead to the *diplôme d'études universitaires générales*.

Clermont Ferrand is one of only three places in France where school leavers with the *baccalauréat* may study engineering immediately after leaving school. The others are the University of Paris XII and Montpellier II.

Until very recently, engineering was not a university subject. At a high level, it could be studied in the *grandes écoles* such as the *École Nationale Supérieure d'Electricité*, which specializes in electrical engineering.

Entry to the *grandes écoles* is, however, excessively difficult and requires at least two years study after the *baccalauréat* in specialized lycées.

At a more practical level engineering can be studied at the *écoles d'ingénieurs*. These are separate institutions. They are outside the university and subject to different legislation and different entry conditions.

A final possibility for the future engineer is to follow a course in the university institutes of technology. These are two-year institutes affiliated to the universities. Entry depends on the grade point average achieved in the *baccalauréat* and is thus more stringent, in many cases, than the university itself. Institutes with status were extremely difficult to enter.

The development of engineering departments inside university is a comparatively recent phenomenon. It is part of the policy to link university studies more closely with the needs of commerce and industry, a policy associated with the second cycle reforms introduced by Madame Alice Saunier-Seïte in 1972.

Though limited, this innovation has proved highly successful. At Clermont Ferrand student numbers have grown over the past three years by an astronomical 25 per cent. A staff of 1,000 and more other university departments are showing only small growth rates and even stagnation or decline.

Spiralling student numbers at Clermont Ferrand have not been matched by corresponding increases in staff. Still less in finance. Lack of staff has meant that the university has to cut back on the first two years of undergraduate teaching.

Spain

Dons urge tougher selection as standards drop

from James Connell

BILBAO

Teachers at Spanish universities are worried about what they consider a marked decline in the quality and motivation of students. The drop in performance is blamed on huge intakes over the past 10 years and faculty staff are demanding stiffer entrance exams. Most universities set their own entrance standards but as this is still a sensitive political issue, it felt many of them are too generous.

Last October Madrid University was forced to admit over 100 rejected candidates to its medical school despite threats of mass resignations by teachers. Many university authorities accuse the schools of submitting pupils for training whose secondary education is inadequate.

Another cause of concern is the waning prestige of the universities, formerly the preserve of a privileged elite. The shrinking graduate job market has had a demoralizing effect on undergraduates who are often faced with two years' unemployment.

The present lack of profitable outlets for university careers is held responsible for an absence of competitive spirit among students. In science subjects practical classes are often minimal due to the low number of teachers. The *Ciudadela* of the Spanish university system is still the medical schools where thousands of aspiring students are reduced to the handful of doctors graduating each year.

One solution proposed is that a career guidance service be set up to need thousands of young people to medium level technical and commercial careers.

Holland

Spreading the word

Dutch scientists must strive to establish more international contacts according to Dr. Remus Feij, a new Minister for Science Policy.

Research potential in expensive fields such as aircraft development and space technology is small unless undertaken within the context of international consortiums, he says.

He is hoping to stimulate debate as to which fields of science and what forms of cooperation would be most beneficial to the Netherlands.

A thick web of principled argument hangs over the Vyas case, which came to judgment this week. Peter David uncovers a sad human aspect

Social work student who has learned about the court's role

Jeanne Hughes decided at school to be a social worker but waited until the end of 1976, when she was 26 years old, before accepting a place on the social work course at the South East London Polytechnic. She wanted to be ready—emotionally and intellectually—for what she would be a complex and exacting profession. It was an unusual decision. The coincidence of time and place meant that Jeanne was to become an unwilling protagonist in the bitter dispute which has convulsed the polytechnic for three years and achieved notoriety among judges, journalists and lawyers as 'The Vyas Affair'.

A thick web of principled argument about academic freedom, the role of the courts and the actions of the polytechnic has obscured the human aspect of the Vyas Affair. For Suresh Vyas himself, and for more than 20 students whose careers have been held in the balance as a result of the clash between the staff at NELP and the borough of Newham, the affair has meant months of anxiety and frustration. For Jeanne the saga began on August 13 last year—her birthday—when she received a letter from the polytechnic saying that the course for which she had been accepted, and for which she had paid up her Cambridge job and home, would not be admitting students in September because of a dispute with the Joint Education Committee (JEC) of the three boroughs maintaining NELP. The letter was short on details, but Jeanne to join the other disappointed students at a meeting at the polytechnic the following week.

That meeting was, she recalls, confused and acrimonious. Few students knew why the course, which they expected to begin in September, had been cancelled at the last moment. Most were mature students, experienced social workers who had interrupted their careers and moved homes and families to take the crucial two-year programme leading to the Certificate of Qualification in Social Work. The atmosphere was very tense. Even one was doing a lot of weeping and a lot of shouting. The conversation was there, and representative of the union. As the meeting subsided Ian Pearce, one of the tutors, gave an account of the Vyas affair and explained why the JEC was to be suspended.

A month earlier, he said, the JEC had decided that unless Mr Suresh Vyas, an employee of one of the member boroughs, was admitted to the social work course it would be closed down and its academic staff sacked. But Mr Vyas, a Newham education welfare officer, had already been interviewed by the polytechnic and, for the third year running, refused to take in a student who, in their opinion, was not suitably qualified for the course. In the ensuing dispute the JEC was ready to put its threat into effect.

The JEC action was the culmination of a protracted argument between the Borough of Newham, which wanted its education welfare officers, trained in the authority's own polytechnic and academic staff, who believed that academic judgment should be paramount in the selection of students. But the bewildered students at the August meeting were less interested in the factual subtleties than with the immediate fate of their course, and, indivisibly linked with it, their careers. They set up a committee of four to find out precisely what had happened and whether there was any prospect of salvation at the eleventh hour.

Jeanne Hughes was one of the four. At first, she admits, none of the committee knew what to do. New to London, and to the polytechnic, she did not know who was who or where they were. Nevertheless, the committee wrote a stream of letters to Dr George Brown the poly director; to Mr Arthur Edwards, the former chairman of governors; to the National Union of Students and to the newspapers. "We were determined to keep the course open. It just seemed impossible that after all that time, after applying for courses and getting a place that we would have to wait another year or even longer. We knew we were just a bunch of people with no real power, but we were determined to get to the bottom of the whole affair. We really thought it was."

Several days later the CCEWSW followed up with another announcement: it was taking the Vyas affair to the High Court. Jeanne Hughes, as a student representative, was issued with a writ, along with Dr Brown, the governing body of the three boroughs, and Mr Vyas. For Jeanne it all meant a second application for legal aid and a

Education and Training in Social Work, which validates and oversees social work courses, was trying hard to place the disappointed students in other courses. Some half-heartedly took places elsewhere; others, like Jeanne, decided to stay and put their faith in the courts. Jeanne was offered a place at another polytechnic but chose at the last moment to stay in London. "I remember sitting on my packed bags to go to Ipswich and thinking: this is just not going to happen. In the end I followed by instinct and stayed."

At the end of September, after a closed hearing in a judge's chambers, her instinct was vindicated. Newham gave an undertaking to admit all the students in whom the polytechnic had offered places. Jeanne recalls immense euphoria when the offer was announced, but although the course had been revived, the Vyas affair was not yet over. When the course began that month Vyas turned up among the other students. The social work tutors, who regarded his presence on the course as the essence of academic freedom, refused to teach him. Harried negotiations resulted in a curious arrangement whereby he would take part in the course without coming into direct contact with the social work staff.

His presence was a dilemma for the students, too. Many shared the strong feelings of their tutors. But they were also afraid that further conflict with the CCEWSW—which had already begun to voice grave doubts about the way Vyas had found a place on the course—could result in a withdrawal of recognition for the CUSW and threaten to close the course once again. In the end, Jeanne and the student body decided their own layout of lectures, assessed by Vyas, but called it off after one day. It was Jeanne's, an "impulsive" action to show that the students wanted to save the course. But on the same day the CCEWSW announced that it would cease to recognize the course when existing students left.

Several days later the CCEWSW followed up with another announcement: it was taking the Vyas affair to the High Court. Jeanne Hughes, as a student representative, was issued with a writ, along with Dr Brown, the governing body of the three boroughs, and Mr Vyas. For Jeanne it all meant a second application for legal aid and a



Jeanne Hughes: "We have been treated as students all along, not as adults with futures and careers."

lengthy process of preparing evidence and reading affidavits. But the imminence of a legal settlement also lifted a lot of pressure from the students. "Once it was going to court and nothing we did would affect the outcome of the affair we could adopt an almost fatalistic attitude and get on with our work. But it was still the foremost thing on everyone's mind. Everybody wondered whether it was worth fighting the case or that the case of the whole course was going to cease to exist."

The slowness of judicial procedures was also a boon to the students. The CCEWSW action, announced in November last year, did not reach the High Court until last month. In the meantime, students enjoyed a period of relative stability. Most went on field placements as part of what Jeanne calls "a welcome break in the hurly burly of social work instead of the hurly burly of politics." When the court gave evidence in the case, Jeanne was she readily confessed, extremely nervous. "My voice sounded like a low-key pneu-

matic drill, but although I was nervous I never had any doubts about my own feelings. My only concern was whether I would be articulate enough to explain what we were concerned about. I wanted to make it clear that there was no personal vendetta against Vyas. Our concern was with the integrity of the course."

Nobody in court was surprised that Mr Justice Slade reserved judgment. A host of legal and philosophical arguments were generated at the two-week hearing by a battery of six separate counsels. But as for Jeanne Hughes is concerned, whatever the outcome of the affair, one truth stands out starkly: the students offered places on the NELP course more than a year ago have received shabby treatment at the hands of "powerful men."

She says: "Bitterness is alien to me, but I do feel angry about the way we have been treated as students all along, not as adults with futures and careers. There has been no honesty in this whole affair."

An ecologist of 'discernment' returns in print to the Fens he loves

After ten years of retirement Sir Harry Godwin, the botany pioneer, has produced a synoptic study of the area he first visited on field trips 50 years earlier

In many ways, Sir Harry Godwin was drawn to the science of ecology despite himself. His involvement began in the 1920s when this seemingly trivial subject had none of its current trendy appeal and his colleagues were scornful of its "colourless" standards.

But Sir Harry was adamant. "I couldn't help becoming an ecologist," he was just made that way. And his fascination was intertwined with his growing love of the Fens when, as a Cambridge undergraduate, this young Yorkshireman began field trips to the area with the great pioneer plant ecologist, Sir Arthur Tansley.

Using his botanical studies as a starting point, Sir Harry began to develop the concepts of plant physiology for use with wild flowers and vegetation, and to employ exact measuring standards developed in the laboratory. "It was a tremendous challenge, for at that time people really had no idea about the Fens," he said. "A great many

scientific misconceptions abounded and there were so many fairy stories surrounding the origins of the meres and the great oak trees that were found buried in the Fen peat."

And although he probably did more than any other man to strip the Fens of their obscure origins and mystery, Sir Harry still retains his awe of the land. As he states in his newly published book, *Fenland, Its Ancient Past and Uncertain Future*: "The interminable flatness provides a vast hemisphere of only impossible vastness elsewhere in Britain and is the key to the affection the land-cape generates."

He quotes one unexpectedly communicative farmer who said: "Any fool can appreciate mountain scenery but it takes a man of discernment to appreciate the Fens. The Fens is an undergraduate beginning. Sir Harry started his life through the university career structure. In 1925, he took his PhD while also becoming a fellow of Clare College and at the botany school he worked as a demonstrator, then lecturer and later reader."

In 1931, following a suggestion from Sir Arthur Tansley, Sir Harry's wife Margaret began research into the use of the recently developed Scandinavian technique of pollen analysis. This allows ecologists not only to describe the vegetation history of an area but to give rough dates to each layer of soil.

The idea suddenly germinated that the Fens had an excellent opportunity for scientific collaboration, said Sir Harry. In June, 1932, the Fenland Research Committee



Sir Harry Godwin

was set up and together with the architect Dr Graham Clark, Sir Harry used the technique of pollen analysis to unravel the history of primitive British cultures and place them in their environmental contexts.

The excavation, carried out at Shippea Hill, near the River Little Ouse, provided the key. A whole series of finds, including arrowheads, pieces of pottery and flints, were discovered in stratified deposits. The site lay on a raised bank of a former channel of the River Great Ouse and Sir Harry, never a loss for a good metaphor, added: "The primitive Mesolithic people

had sat on the banks throwing bones and flints into the river like Charles Laughton."

The artifacts settled in the river mud and were covered there in various layers. Sir Harry's achievement was to date the layers using pollen analysis.

The crunch came after the war when the far more accurate science of radiocarbon dating was developed. Sir Harry was one of the first ecologists to appreciate its potential and was an early pioneer in Britain.

By 1960 the technique had been sufficiently refined for a comparison to be made with their results at Shippea Hill. So the site was required for verification of their findings.

It was absolutely crucial to know if we had got it right or not. If we had not, it would have been a disaster. It was a relief that the site was required for verification of their findings.

By this time Sir Harry had been appointed director of the newly set up research unit into the quarter-century period, that time which covers the last two to three million years of earth's history.

Part of that period, the Flandrian epoch, which covers the relatively recent past, forms the crucial clue for the formation of the Fens. It was at the beginning of this period when much of the world's seas were locked in the glaciers of the last Ice Age and the North Sea was a giant plain of which the Fenland basin was no more than the shallow margin. The return of the

seas produced the peat and fens we know now.

In 1960 he was appointed to the chair of botany at Cambridge and in recognition of much of his pioneering work he was later elected president of the International Botanical Congress. The methods he had helped to develop for investigating the Fens were then applied to other areas of Britain, including parts of Wales and the Lake District.

He continued this work for several years and forsook the Fens for commitments elsewhere. He did not return until he had retired from the botany chair in 1968.

His first task then was to write the new classic *History of the British Flora*.

"After I had done that, I felt at a loss with nothing to do. I started thinking about the Fens again and realized no one had done a synoptic view of the area. People had written about its various aspects—in agriculture, its historical settlements, etc., but no one had prepared an overall view of the place since Skelley's *The Geology of the Fenland*."

So the two years' work involved in writing *Fenland, Its Ancient Past and Uncertain Future* began and now his endeavours have borne fruit in the form of a fascinating account of his involvement in the area.

Robie McKie
Science correspondent

Fenland: Its Ancient Past and Uncertain Future, Sir Harry Godwin, Cambridge, £7.95.

New Zealand

Maoist 'takeover' rocks student travel service

from Lindsay Wright

WELLINGTON

The New Zealand University Students' Association (NZUSA), moves towards its golden jubilee next Easter as an unprecedented conservative backlash poses a threat to its future.

The association's Student Travel Bureau has been pruned and its

Travel Office closed following disclosures that the parent company (Student Service Holdings Ltd) was some \$75,000 in debt.

The main cause of discontent is the association's heavily political profile. Education Vice-President Stephanie Dale, one of four elected full-time officials, has resigned, describing herself as the "token non-Maoist" in the national office. Sample of the "debate" is NZUSA's booklet to this year's

students which supplements descriptive articles with hard-hitting material on national and international political issues, and an eight-page collection of song adaptations for use at demonstrations.

This politics, undoubtedly left-wing in tone and consistent with the Maoist posture of national president Lisa Sackson, are nevertheless, the outcome of policies agreed to by the association's May and August council meetings.

These controversies have not prevented but may, in some respects, have increased the influence of the women's movement on the whole society. That impact has been especially strong in the universities, both among students and younger faculty, where women have formed powerful groups to agitate and litigate—the latter having become the favorite American remedy for all alleged deprav-

continued on next page

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BOOKS

From school to work-place

Bridges to Work: International
comparisons of practice in
vocational training
by Beatrice G. Reubens
Martin Robertson, £10.50
ISBN 0 85520 177 0

Recent events strongly emphasise the timeliness of this book. Most recent is the establishment of a new all-party parliamentary committee for youth (with Mr Edward Heath as chairman), which is to tackle a wide range of problems including youth unemployment, racial discrimination, and the rise of political extremism. Two events on the committee's agenda are particularly important. Late in 1977 a new national professional body was established, the British Association for Counselling, of which the occupational and educational divisions will be of particular significance in the decade ahead. In 1975-76 the National Institute for Careers Education and Counselling was established, jointly sponsored by Hatfield Polytechnic and the Careers Research and Advisory Centre in Cambridge. Spanning recent years with a retrospective examination of the involvement of government, industry and education was the British Association for Commercial and Industrial Education conference on the effectiveness of the Employment and Training Act 1973 (reprinted BACIE Journal, February 1978).

This is the first of three books planned by Dr Reubens, senior research associate of the Conservation of Human Resources Project at Columbia University, and it has been prepared under contract from the Employment and Training Administration. In the US Department of Labor, it is concerned with youth in the countries of Western Europe, Canada, Australia, USA and Japan. All these have advanced industrialized economies with, however, very varied transition services, formal and official, informal and voluntary, at different stages of development and progress. These services, provided mainly to cover the transition of young people from full-time education to full-time employment, have the following interrelated functions: orientation and information; guidance and counselling; initial job placement; induction to work; and follow-up. The author subjects all these sections to searching inquiry. She has surveyed the literature very widely

and made succinct perceptive comparisons of practice, working schemes of these important services. Evaluating them in the light of the rapidly increasing cost of public expenditure involved, and partly because of the necessity of establishing firm criteria of growth, and to provide some basis of comparison with similar services in other countries.

Sceptical questions and difficult issues recur or are implicit in the wide-ranging text: for example, "What is the role of these services in the evolution of a broader society? Do they act as agents of individual or social change, or are they willing or unwilling upholders of the status quo, or even worse, reactionary forces which hold back change in the name of objective, impartial service?"

Again, what determines the particular balance of official and other services? Should the latter be able to receive most attention under the transition services? Why is further education provided part-time with training frequently unsatisfactory to young people: how should such problems of an unfruitful relationship be resolved? The list could be lengthened and varied considerably and run through the book.

Britain's pioneering development of transitional services is commended, but a range of criticisms and comments remove any risk of complacency setting in. For example, the lack of involvement of parents is felt to be seriously

constraining and inimical to success. Other defects are contrasted with the benefits of other regimes, as for example between the highly centralized public system of West Germany, and of Japan's lifelong commitment to individualized localized dependence in the United States on schools and colleges, as against the British compromise of a partial control combined with local authority competence and liaison with schools and industry. Practices are provided of practices in Sweden, West Germany, France, Great Britain, and the United States.

Whatever the practical schemes in use, a deep ambivalence persists in attitudes towards first placement in employment. One attitude takes the school and work environments as given, and concentrates on the processes and attendant difficulties

of moving from one to the other. The other attitude is based on a much wider conception of the transition, which the author describes as encompassing "the entire process of preparation for work: the labour market into which they enter. The preparative phase includes the development of cognitive, non-cognitive and occupational skills; the movement from one life of education to another; the idea of life-long education; the scope is widened in another way by including many aspects of youth labour market, and especially raising questions about the nomadic and social causes of unemployment, restrictive jobs, the stress and boredom of work life, exaggerated credentialism, biased educational selection, and short-career ladders".

Thus we return to some of the items for the first agenda of a new parliamentary committee: continuing concern in the college of further education about the growing effects of increasing concentration on inculcating vocational skills on a modular basis; another concern is the need for greater support of sandwich courses in which education and organization of practical experience and training interrelate. These are available to first degrees and diplomas and beginning has been made at postgraduate level. However, 2 potential numbers of student educational benefit to be denied is far greater at 16 to 19 years.

The author concludes: "Transition mechanisms operate most effectively when there is a fairly close equality between the supply of demand for youth in the labour market. It might be asked why public policy does not place its emphasis on altering the basic forces of demand and supply, rather than tinkering with the transition mechanisms. A fairly limited answer should not be called upon when other measures are required. Again, this is pertinent to present preoccupations, including the work of the Manpower Services Commission. For many reasons Reubens' comprehensive and lucid study will be welcomed and studied in Britain as no doubt elsewhere."

Peter Venables

The bitter lesson of Albany

Albany: birth of a prison—end of an era
by Roy D. King and Kenneth W. Elliott
Routledge & Kegan Paul, £8.25
ISBN 0 7100 8727 6

A founder member of the Parole Board for England and an ex-police-man might not, at first sight, appear the most likely duo to write the inside story of one of Britain's newest prisons. In the event "prof" and "the gov" (as prisoners christened them) have produced a meticulous case study which, although much stronger on the psychological reality of the new institution, demonstrates clearly enough the difficulty of accomplishing much else in prison other than keeping people there.

The story of a new prison is necessarily depressing. In the case of Albany this is doubly so as the initial nastiness of deliberately constructing a building in which to lock people away was made worse by the demise of its originally liberal, experimental regime and the appalling rapidity with which it was turned into just another nick.

When opened in 1967, Albany, on the Isle of Wight, was the show-piece of a penal system badly in need of something not to be embarrassed about. It was to have a population of young, but already experienced, criminals. The security problems posed by such a group were not thought to be severe. A replacement took the more traditional role of assuming direct responsibility for all aspects of internal order. This "tightening-up", it seems, was preparatory to

What appears to have been appointment of a governor genuinely committed to implementing rule one of the prison rules. It reads: "The purpose of training and treatment of convicted prisoners should be to encourage and assist them to lead a good and useful life." To this end prisoners spent less time in their cells than in the open air, and a two-shift system of industrial training was instituted. This allowed both training in employment and, more important, half the day clear to develop programmes of "social" involvement. Unfortunately no one was very sure what "social training" involved. Nevertheless, despite the amorpheness of the concept, the governor's enthusiasm and maintenance of a degree of "therapeutic anxiety" made some inroads into the conservatism of both staff and prisoners. During his 15 months in office it became, if not a relaxed, trouble-free and, so far as possible, a dignified prison.

But not for long. On his promotion the first governor was replaced by a more traditional disciplinarian. The authors point out that, in the degree of authority vested in him, a modern prison governor is not far removed from an eighteenth-century naval captain. Where Albany's first governor was able to insist upon delegating his authority and took little part in the enforcement of minor regulations, his replacement took the more traditional role of assuming direct responsibility for all aspects of internal order. This "tightening-up", it seems, was preparatory to

the dispersal of a number of Category-A prisoners to Albany.

The sterner internal approach went with more severe security measures. A second 17 foot security wall was built, dog patrols were introduced, perimeter masts built, searchlights and a whole battery of electronic gadgetry installed. The philosophy of the secure perimeter, far from creating a free space within, laid down a new discipline of security which had, it seemed, to be lived up to in the regulation of all the prisoners' daily activities. In this atmosphere the new system and social training were abandoned. Industrial training gave way to factory production based on a 40-hour week. The maintenance of internal order and discipline became hopelessly confused with the paramount necessity of preventing escapes.

The result, with the wisdom of hindsight, appears inevitable. A series of "incidents" occurred, segregation unit and punishment cells were used extensively for the first time. Albany was one of a wave of prisons swept up in a wave of disturbances, the Easter 1972. The "disturbances" in other prisons at the same time were, in some measure at least, a protest against the implementation of the new dispersal policy and the influx of prisoners in any one establishment to live with the security and discipline thought necessary in dealing with its relatively few Category-A prisoners.

What lessons have been learnt from the bitter experience remain to be seen.

Harvie Ferguson

BOOKS

Insights into Tolstoy

Tolstoy's Letters Volume 1: 1828-1878
Volume 2: 1880-1910
by R. F. Christian
Athlone Press, £20.00 the set
ISBN 0 485 11170 5

Even by nineteenth-century standards Tolstoy was a prolific correspondent: many of his letters have been lost, but those which survive fill more than 30 volumes of the massive Soviet "Jubilee Edition" of his works. No less clearly than in his fiction, the letters reflect Tolstoy's formidable energy, his persistently questioning intellect, and his growth from snobbish young intellectual rake through hard-working, flesh and the mind. Professor Christian's must be congratulated on reducing Tolstoy's epistolary output to manageable proportions and thought for making it so conveniently accessible to the English reader with no knowledge of Russian.

The volumes under review contain an excellent representative selection of over 600 letters, spanning more than 60 years of Tolstoy's long life. (The first volume is, in fact, rather oddly subtitled *Tolstoy's Letters 1828-1878*, but of course even the preface to Tolstoy did not begin writing in the year of his birth.) All of Tolstoy's most celebrated letters appear; we see him writing to Alexander II, Alexander III and Nicholas II about affairs of state; to Bakin about the execution he witnessed in Paris; to the Peterburg publisher, Lédokhin, in response to questions about the literary work, which had made the greatest impression on him; to Turgenyev at the beginning and at the end of their abiding quarrel. Professor Christian includes a number of Tolstoy's letters to famous foreigners—Gandhi, Romain Rolland, Rilke, H. G. Wells, George Bernard Shaw, and others—showing in passing

Tolstoy writing in confident French, English and German.

The annotations to individual letters are always helpful, as are the notes on each address—though it would have been clearer had these been printed in a different type from that of the letters themselves. Professor Christian's serial outline of Tolstoy's life and work, which is presented in nine parts, each introducing the letters of a period, is clear and comprehensive. The index, an essential feature in a work of this type, is thorough, but I would have liked a list of Tolstoy's addresses detached from the host of names cited within the letters. Volume 1 contains an attractive set of plates, all of which will be familiar to devotees of Tolstoy, with the possible exception of a photograph depicting a group of somewhat gruff-faced Tolstoyans in the garden of Tarkenton House, Christchurch, in 1907.

Readers who know Tolstoy only as the magnificent novelist may well be disappointed by the tone and content of many of these letters. In the first place, Tolstoy the letter-writer is generally earnest and often heavily didactic. "There is little trace of either a light touch or a sense of humour. Even when the great man describes something as intrinsically comic as his learning to ride a bicycle in his mid-sixties, any amusement which the reader experiences comes from his own imagination rather than from Tolstoy's solemn phrases. Secondly, there is much less about literature in these letters than might be expected—until one recalls how little respect Tolstoy had for criticism, "the most boring of all boring things in the world", and how he once dismissed many of the most revered Russian writers (including Pushkin) as spineless literati."

However, if on the surface his letters reveal more of "Tolstoy the thinker" and "Tolstoy the man"

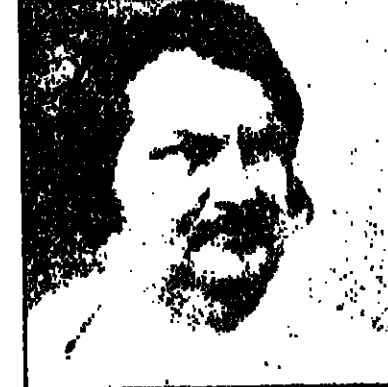
than we are Professor Christian's formulae) than "Tolstoy the writer", it is still intriguing to watch Tolstoy's natural literary skill forcing his way into writing which is seldom highly polished and is often rather badly executed. This skill appears at times in superb narrative passages, as for instance when Tolstoy writes to his aunt, Tatyana Epkolyaya, about a savage encounter with a bear, or when he tells another aunt, Countess Alexeevna Tolstaya, about the courtship and marriage of a Mr Borisov; at times it sparkles in arresting descriptions of places or people ("Turgenyev has been again and was just as nice and brilliant, but—between ourselves, please—rather like a fountain of piped water: you were afraid all the time that he would soon run out and dry up"); and at times it erupts in those faintly aphoristic generalizations which other delight or exasperate readers of his fiction: "being in love... is only just disguised by the imagination"; "if wisdom is for sale, it surely isn't wisdom"; or, "women flirt primarily with their bodies, men primarily with their minds". In none of his many tergiversations do we find Tolstoy denouncing his devotion to language.

Nineteen hundred and seventy-eight, the 150th anniversary of the novelist's birth, will doubtless see the publication of various books on Tolstoy, but in the years to come few will remain his value as well as these two volumes. They provide not only far and away the best collection of Tolstoy's letters in English, but also an intimate record of the development and workings of a powerful and highly individual mind, even as they reveal the terms—whether deriding, Shakespeare or describing the feelings of cupulating elephants—is rarely less than fascinating.

D. J. Richards

Melodrama in the labyrinth

Balzac: fiction and melodrama
by Christopher Prendergast
Edward Arnold, £9.95
ISBN 0 7131 5969 3



Honoré de Balzac in 1842, from a daguerrotype by Nadar

It has long been customary for critics of Balzac to refer to *La Comédie Humaine* as a Labyrinth. Theseus, when he started off to explore the original Labyrinth in Crete, sensibly wound one end of a ball of twine round his wrist, the other being held by Ariadne at the entrance. His example should be imitated: no one should venture into Balzac's fictional maze without something corresponding to Ariadne's clew—some clue, in fact, to use the variant spelling that signals the contemporary semantic shift.

Christopher Prendergast's guiding thread is Balzac's allegiance to the melodrama, a form of theatrical entertainment with which the novelist was undoubtedly familiar, since it was undoubtedly familiar, since the period of his greatest popularity in France coincided with the years of his own youth. Essentially a pre-revolutionary phenomenon, though owing a manifest debt to the tradition of high-flown sentimentalism established by the pre-revolutionary *drame bourgeois* of Diderot and Sedaine, melodrama was characterized by violent action, surprising vicissitudes, a strongly antithetical system of moral values, a marked dialectic strain, and, especially in the 1820s, an extravagant use of sensational stage effects. It drew its plots from the German *Sturm und Drang* movement, the English Gothic novel, the *roman noir* of Bayard-Rivalland, and, later, from some of Scott's Waverley novels.

The melodrama was a form very obviously tailored to the expectations and capacities of the new, sophisticated *sans-culotte* theatre-going public. Pixérécourt, its principal exponent, proclaimed proudly: "J'écris pour ceux qui ne savent pas lire." It was nevertheless highly esteemed under the Restoration even by cultivated men of letters, like Charles Noddy who addressed Pixérécourt as "mon cher Shakespeare" and quite seriously attributed a temporary drop

in Balzac, Adeline Holois or Esther Elvénor, and only superficially of the same type: *La Comédie Humaine* pays no more than lip-service to the sentimentalities of conventional morality. Elsewhere, in a detailed analysis of a conversation-piece in *Peut-être*, Prendergast surveys the pull separating the violent action of melodrama from the more restrained and pragmatic glances recorded of his characters by Balzac.

The argument may at times appear to wander a long way from the central theme, but however tightly Prendergast pulls Ariadne's thread, it never quite breaks. Although he deals in detail with no more than half a dozen titles in the series, his findings can be extended to many more that he does not mention: to such texts, for instance, as *L'Équilibre romain*, *Le Colonel Chabert*, or the much underrated *Recherche de l'Absolu*.

There is, however, one great drawback to this book: to put it bluntly, the author cannot be relied on to quote Balzac accurately. Usually this gives rise to nothing worse than unnecessary obscurity, forcing the reader to check with the original to discover what Balzac actually wrote. Occasionally the result is unintended humour, as when Rastignac is said to be thinking of "la graine pour lequel il nait le père Goriot" (p. 109) or, "un vieux monsieur réduit à se coucher dans son lit de paille" (p. 109). But at least once, when Prendergast reads *separé* (separated) where Balzac wrote *déparé* (divided), a misquotation serves as a cue for a lengthy but shrewdly lucid discussion on the themes of disjunction and disconnection in *Splendeurs et misères des courtisanes*. Granted, one has to move with the times, and it may well be that the haughty but shrewdly lucid all hope of recycling—but is that any reason for throwing out at the same times the baby of exact scholarship, the famous respect due texts?

F. W. J. Hemmings

Darling Florentine

The Italian Language Today
by Anna Laura Lepeschy and Ginto Lepeschy
Hutchinson, £12.00
ISBN 0 09 128020 6

Many a British student of Italian has been both shocked and flattered on his first visit to Italy. Let us imagine a typical experience: A young man has just taken his A level examination. At school he has been taught an official language based originally on a literary elaboration of fourteenth-century Florentine (described in his grammar, without qualification, as modern Italian). He has read a few books in it and he can now use it for simple communication in speech and writing. He goes to Italy. After leaving his international express, he takes a local train from Turin to Savona. It is he shares a compartment with two men who are obviously natives of the country and who are deep in conversation with each other.

And he cannot get the gist of that conversation, let alone the detail. Indeed, he looks so bewildered that one of the speakers eventually addresses him in a language which bears a recognizable resemblance to the one he has been learning. When our grateful student replies, the compassionate traveller applies the faint of a complaint frequently paid to foreigners: he assures the British visitor that he speaks better Italian than he does himself. The intelligent advice now thinks he scents mockery or hypocrisy. But the Italian intends neither; he merely means that the language he habitually uses is far removed from the language the young man has studied.

I believe that even a brief grammar of Italian should include some discussion of the linguistic history of Italy, in order to prepare the reader for the variety he will encounter. At the time of the

unification of Italy in 1861 there were 25,000,000 Italians. It has been estimated that about 630,000 of them could speak "Italian". Compulsory education has since their brought knowledge of it along with the ability to read and write, to millions of others. Modern media of communication, military service and internal migrations of population have also played their part in its diffusion. Even so, Italy is still rich in bilingualism and diglossia. Apart from some non-Romance dialects (for example, of German, Greek, Albanian), it has a wealth of Romance material, ranging from French-Provençal to Sardinian. Moreover, as dialects have yielded territory and functions to other forms of speech, regional languages have developed to which those dialects have contributed.

The Lepeschys grasp the nettle firmly. Local varieties are not sub-standard forms of Italian living in the shadow of a national standard form: they are what Italian consists of.

The core of their work is an admirable outline grammar (pp 87-151). This is preceded by chapters on the historical background, the dialects, and varieties of Italian. It is followed by detailed treatment of 15 points of syntax (pp 152-236). On the inclusion of some of the detail in this final section I have some slight reservations; but to the volume as a whole I should like to extend a very warm welcome. It is a stimulating and scholarly introduction to Italian for the serious student. It contains a great deal of original material, and the authors' unequivocal attitudes to the linguistic reality of modern Italy (occasionally contentious, as their themselves remark) make it important that it should be read and discussed by Italianists everywhere.

T. G. Griffith

The Athlone Press UNIVERSITY OF LONDON

Tolstoy's Letters

selected, edited and translated by R. F. CHRISTIAN

This highly acclaimed work presents 608 fully annotated letters which brilliantly illuminate Tolstoy's life and character, his thought, and art. "A marvelous achievement and one long overdue," John Bayley. "Happily printed, Professor Christian's selection is a major act of scholarship and publication," George Steiner, *Sunday Times*. "Tolstoy's Letters... represents academic publishing of the highest kind... The editing and translation are immaculate... The set is beautifully printed and bound." C. A. Johnson, *Yorkshire Post*.
485 11170 5 £20.00

Athlone Renaissance Library

Michel de Montaigne: 'Essays'

edited by J. CAROL CHAPMAN and FRANÇOIS J. L. MOURRET

The eight essays selected present the reader with as complete a picture as possible of the fruits of Montaigne's development. They are *De l'Institution des enfants*, *De l'unité*, *De la conscience*, *Des livres*, *De l'homme*, *De la diversion* and *De l'expérience*.

22 May cloth: 485 18197 £8.00
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Athlone French Poets

General Editor: EILEEN LE BRETON

Paul Valéry

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A new introduction to the man and his work as poet, literary theorist and prose writer. Substantial space is given to a presentation of the leading ideas in Valéry's *Cahiers*, which he considered his most important work. cloth: 485 14609 6 £6.75
paper: 485 12209 X £3.00

Universities continued

St. Patrick's College, Maynooth

Recognised College of the National University of Ireland

LECTURESHIPS

Applications are invited for the following posts:

- LECTURER/JUNIOR LECTURER IN GEOGRAPHY
- LECTURER/JUNIOR LECTURER IN NUAGHAELGE
- LECTURER/JUNIOR LECTURER IN MODERN HISTORY
- SENIOR LECTURER/LECTURER IN COMMUNITY WORK

Prior to application further details may be obtained from the Secretary, Academic Council, St. Patrick's College, Maynooth.

Applications together with curriculum vitae and the names of three referees should be sent to the Secretary, Academic Council, not later than 19th May, 1978.

PRESENT SALARY SCALES:
Senior Lecturer: £7,138-£8,689 (6 increments)
Lecturer: £5,887-£6,769 (5 increments)
Junior Lecturer: £4,493-£5,237 (4 increments)

UNIVERSITY OF GUYANA Vacancies

- 1. DEPARTMENT OF ELECTRICAL ENGINEERING Lecturers (3 positions)

Applicants should have a higher degree in Electrical Engineering plus relevant experience. Specialization in any cross of electronics, communication, power and machines, would be preferred.

- 2. DEPARTMENT OF POLITICAL SCIENCE AND LAW Lecturer

Applicants should have at least a Master's degree. The appointee will be required to teach Political Theory, and one of the following: Asian Politics, Socialism in the Third World, History of Political Thought.

SALARY SCALE (Per Annum)
Lecturer-UGA: £6,959.00-£14,760.00. Point of entry on the scale will be determined by qualifications and experience.

Benefits include housing allowance, contributory medical and pension schemes, and study leave. Anyone recruited from overseas will receive up to four full economy air passages (i.e., for himself, wife and unmarried children up to 18 years of age), limited removal expenses and a salary advance.

Applications (three copies) stating name, date of birth, marital status, qualifications and experience, should be sent to the Secretary, Academic Council, National University of Guyana, P.O. Box 441, Georgetown, Guyana, South America, before 12th May, 1978.

University of Wales Llanyst

RESEARCH ASSISTANT/ASSOCIATE PSYCHOLOGY

Honours graduates in psychology with interest in social and experimental psychology are invited to apply for the post of Research Assistant/Associate Psychology. The successful candidate will be required to assist in the teaching of psychology and to conduct research in the field of social and experimental psychology. The post is full-time and involves a salary of £3,189 to £3,680.

Requests (quoting Ref???) for details and application form to Personnel Section (Academic) Llanyst, Cardiff.

Closing Date: 7 July 1978

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

Management Research

Applications are invited from final year students and graduates who wish to undertake research in the University's Department of Management Research. The successful candidate will be required to assist in the teaching of management research and to conduct research in the field of management research. The post is full-time and involves a salary of £3,189 to £3,680.

Requests (quoting Ref???) for details and application form to Personnel Section (Academic) Llanyst, Cardiff.

Closing Date: 7 July 1978

UNIVERSITY OF GUYANA VACANCIES

DEPARTMENT OF MANAGEMENT STUDIES

- 1. LECTURER IN MARKETING
- 2. LECTURER IN PRINCIPLES OF MANAGEMENT

The successful applicant would, in addition, be expected to teach in one or both of the following areas: Behavioural Science and Marketing. The successful applicant for each position would be expected to be involved in research.

Applicants should have at least a second degree (Master's level). A Ph.D. degree would be an advantage. SALARY SCALE (per annum): Lecturer: £6,959.00-£14,760.00. Point of entry on the scale will be determined by qualifications and experience.

UNIVERSITE LIBRE DE BRUXELLES

INSITUUT DE PHONETIQUE SERVICE DE LINGUISTIQUE APPLIQUEE

The Institute of Phonetics of the University of Brussels (U.L.B.) invites applications for the post of:

Head of the English Department

The appointee will be an established scholar (with Ph.D. or equivalent) in the field of Theoretical and Applied Linguistics and will have experience in the teaching of General and Vocational English to students of intermediate and Advanced Academic and Vocational Levels.

Applicants should have a higher degree in Electrical Engineering plus relevant experience. Specialization in any cross of electronics, communication, power and machines, would be preferred.

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Closing Date: 7 July 1978

Coláiste na hOllscoile Corcaigh UNIVERSITY COLLEGE CORK

Department of Dairy & Food Engineering

Full-time appointment

The Governing Body invites applications for a full-time post as Assistant Lecturer/College Lecturer in the Department of Dairy and Food Engineering. The appointment will be made at one of the levels mentioned according to the qualifications and experience of the successful candidate.

The salary scales are: College Lecturer: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Assistant Lecturer: £4,755-£5,189 p.a. Increments for special professional experience. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Friday, 26 May, 1978.

M. F. Kelleher, Secretary

Coláiste na hOllscoile Corcaigh UNIVERSITY COLLEGE CORK

Department of Dairy and Food Chemistry

Full-time Appointment

The Governing Body invites applications for a full-time post as Assistant Lecturer/College Lecturer in the Department of Dairy and Food Chemistry. The appointment will be made at one of the levels mentioned according to the qualifications and experience of the successful candidate.

The salary scales are: College Lecturer: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Assistant Lecturer: £4,755-£5,189 p.a. Increments for special professional experience. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Friday, 26 May, 1978.

M. F. Kelleher, Secretary

Coláiste na hOllscoile Corcaigh UNIVERSITY COLLEGE CORK

Department of Dairy and Food Chemistry

Professorship of Nutrition

The Governing Body invites applications for the above post. The salary range is: £9,410-£10,910 p.a. Increments for special professional experience. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Friday, 26 May, 1978.

M. F. Kelleher, Secretary

COLAISTE NA HOLLSCOILE CORCAIGH

BEALOIDEAS-POST LAIN AIMSARTHTA

Cultúr na hOllscoile Corcaigh. Déanfar an ceapadh ar leithéid Leictúra Chéim na Léachtoir Choláiste ag brath ar chálíocht agus tuilít na léachtoir a tógfar.

Léachtoir Choláiste: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Léachtoir Cúim: £4,755-£5,189 p.a. Do b'fhéidir tuarastal ar cionn an bun phointe a bhrúndadh ar léachtoir a tógfar. Féadfar foirm larrtas agus monólaes breise i dtaobh an phointe a tógfar. An Ainne, 26, Bealtaine, 1978, an dáta is déanaí ar a nglictear le harrastas. M.F. O'Ceallaigh, Rann

Coláiste na hOllscoile Corcaigh UNIVERSITY COLLEGE CORK

Full-time Appointment in Chemistry

(Inorganic Chemistry)

Applications are invited for a full-time post in Chemistry (Inorganic Chemistry). Interest in Main Group Inorganic Chemistry would be an advantage. An appointment will be made at either Assistant Lecturer or College Lecturer level according to the qualifications and experience of the successful candidate.

The salary scales are: College Lecturer: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Assistant Lecturer: £4,755-£5,189 p.a. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Wednesday, 24 May, 1978.

M. F. Kelleher, Secretary

Coláiste na hOllscoile Corcaigh UNIVERSITY COLLEGE CORK

Department of Dairy & Food Engineering

Lectureship

Applications are invited for a full-time post as Lecturer in the Department of Dairy and Food Engineering. The appointment will be made at one of the levels mentioned according to the qualifications and experience of the successful candidate.

The salary scales are: College Lecturer: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Assistant Lecturer: £4,755-£5,189 p.a. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Wednesday, 24 May, 1978.

M. F. Kelleher, Secretary

Coláiste na hOllscoile Corcaigh UNIVERSITY COLLEGE CORK

Department of Dairy & Food Engineering

Lectureship

Applications are invited for a full-time post as Lecturer in the Department of Dairy and Food Engineering. The appointment will be made at one of the levels mentioned according to the qualifications and experience of the successful candidate.

The salary scales are: College Lecturer: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Assistant Lecturer: £4,755-£5,189 p.a. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Wednesday, 24 May, 1978.

M. F. Kelleher, Secretary

M. F. Kelleher, Secretary

Universities continued

UNIVERSITY OF THE WEST INDIES

JAMAICA

Applications are invited for the following posts: LECTURER IN PHYSICAL CHEMISTRY

Applicants should have a higher degree in Physical Chemistry. The successful candidate will be expected to teach in the Department of Physical Chemistry and to conduct research in the field of Physical Chemistry.

The salary scales are: College Lecturer: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Assistant Lecturer: £4,755-£5,189 p.a. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Friday, 26 May, 1978.

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M. F. Kelleher, Secretary

UNIVERSITY COLLEGE BOTSWANA

LECTURER IN GEOGRAPHY

The post requires a physical geographer with competence in the teaching of quantitative techniques and the interpretation of air photos and maps. The appointee will be required to teach in the Department of Geography and to conduct research in the field of Geography.

The salary scales are: College Lecturer: £5,524-£6,611-Bar-£6,632-£7,927 p.a. Assistant Lecturer: £4,755-£5,189 p.a. Application form and further details of the post may be obtained from the undersigned. Latest date for receipt of applications is Friday, 26 May, 1978.

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M. F. Kelleher, Secretary

UNIVERSITY COLLEGE BOTSWANA

LECTURER IN GEOGRAPHY

Polytechnics continued

Applications are invited for the following posts:

FACULTY OF HUMANITIES

School of Education and Humanities

Lecturer II in Related Studies

To work on courses concerned with exploring the relationships between science, technology, industry and society.

Lecturer II in Communications

To work on the development of related studies courses in communication and study skills with students on science and engineering courses.

Lecturer II for Mathematics in Education and Curriculum Studies

To work mainly on initial and in-service teacher training courses.

Lecturer II

To work mainly in initial and in-service teacher training courses on the education of children with learning difficulties, with particular reference to Mathematics.

School for Independent Study

Lecturer II

To take academic responsibility for helping students to plan their own programmes of study to DPEE and Degree level and to participate in the School's programme of group projects, skills workshops and seminars.

FACULTY OF BUSINESS—

Barking Precinct

Department of Law

Lecturer II in Law

An additional member of staff is required to assist in the teaching and development of the Barking Law degrees and other courses in the Polytechnic.

Salary Scale:

Lecturer II—£3,279-£5,493 per annum (Plus appropriate Government Supplement of up to a maximum of £492 and applicable London Allowance.)

Further details and application form from: The Senior Academic Personnel Officer (2) North East London Polytechnic, Forest Road, London E17 4JB. Telephone: 01-827 2272, Extension 20.

Closing date: 15th May, 1978.

NELP

North East London Polytechnic

ULSTER COLLEGE

THE NORTHERN IRELAND POLYTECHNIC

Faculty of Technology

LECTURER II Measurement and Economics

LECTURER II Structures

LECTURER II Building Science

Applications are invited from graduates with appropriate professional experience to teach on B.N.D. and B.N.C. courses and also assist in the preparation of a Higher TEC Certificate Diploma in Building Studies and a CNA degree course in Building.

Faculty of Business Administration

LECTURER I or LECTURER II in Catering Administration

Because of further developments in the School of Hotel, Catering and Institutional Management including the introduction of proposed degrees in Catering Administration, a vacancy exists for a graduate caterer to teach the theory and practice of catering administration with particular reference to the operation of catering systems.

A postgraduate qualification, research or industrial experience would be an advantage.

Salary Scale: Lecturer II £3,744-£5,985 (under review), Lecturer I £5,985-£8,226 (under review).

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and now has a student population of some 7,000. It has extensive new purpose-built accommodation, including 750 residential places on the 14-acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by May 15, 1978, may be obtained by telephoning Whiteabbey (0243) 65131 ext. 243 or by writing to:

The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Shore Road, Newtownabbey, Co. Antrim BT17 0QH.

City of Birmingham Polytechnic

Applications are invited for the post of:

HEAD OF DEPARTMENT OF FINE ART

Salary scale: Head of Department (Grade VI), £7,087 to £8,680 including 1976 and 1977 supplements.

Further details and application forms (to be returned by May 10, 1978) from The Personnel Officer, City of Birmingham Polytechnic (THEO), F Block, Perry Barr, Birmingham B42 9SU.

LONDON

POLYTECHNIC OF CENTRAL LONDON

SCHOOL OF SOCIAL SCIENCES AND BUSINESS STUDIES

SENIOR LECTURER IN ECONOMICS

Applications are invited from graduates with appropriate professional experience to teach on B.N.D. and B.N.C. courses and also assist in the preparation of a Higher TEC Certificate Diploma in Building Studies and a CNA degree course in Building.

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LONDON

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THE POLYTECHNIC OF WALES

POLYTECHNIC CYMRU

Applications are invited for the post of:

DEPARTMENT OF ARTS AND LANGUAGES

Lecturer II/ Senior Lecturer in English

The person appointed, who is expected to have a special interest in English and American literature of the nineteenth and twentieth centuries, will be expected to offer a special subject option related to this period on a B.A. Honours course and make a contribution to the development of the department's courses at Honours level.

Applicants should possess a good honours degree and postgraduate research experience at undergraduate level.

Salary: £3,744-£5,985 (under review) plus appropriate Government Supplement.

Please enclose a copy of your curriculum vitae and application form with your application.

The Personnel Officer, The Polytechnic of Wales, P.O. Box 100, Cardiff, CF1 1YH.

Closing date: 19th May 1978.

PLYMOUTH POLYTECHNIC

Welfare Centre

STUDENT COUNSELLOR

Salary: £3,744-£5,985 inclusive (Lecturer II Scale)

To work in a team counselling students in academic, vocational and personal matters.

Counsellor or vocational guidance training and experience, plus a knowledge of industry or education, are relevant.

Application forms, to be returned by 19th May 1978, can be obtained from the Personnel Officer, Plymouth Polytechnic, Drake Circus, Plymouth PL4 8AA.

LEICESTER

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LONDON

Don's diary

Saturday

Reading goal still stands by Reading. Although its ornate, red, neoclassical gatehouse has been replaced by a characterless, high brick wall, the change is one of many in Reading. The Victorian town hall has been abandoned for a palatial, concrete civic centre. Eighteenth-century houses stand empty and decayed while the Scottish Mutual Assurance Society stands in the town's collection of modern office blocks. An old hotel is converted into offices; a corner pub becomes a jewellers. In odd and unexpected ways, however, Reading retains character and even some charm. It is still part of Berkshire, not of London.

My first visit to Reading was when I was summoned for a medical to assess my fitness for National Service. Most of the other candidates were rustic youths from the farms and villages of Berkshire and Berkshire. Their rustic good health accentuated my scholarly pallor and I was declared unsuited to the rigours of military life. My second visit was a gastronomic week-end in the days when Reading was surrounded by long outstanding restaurants. In between meals I visited out of the way churches and admired the view from Combe Gibbet.

My third—and longest—visit began five years ago when the university decided that the time had come to establish a department of law. By then the restaurants remembered had disappeared but the time from Reading to Puddington by train was about to be reduced to twenty-two minutes.

Sunday

Keeping abreast of teaching and research (as well as administrative chores) presents only minor problems in term time. So long as I am not attempting to distinguish Sunday from the rest of the week is firmly resisted. Today, however, in the vacation, there is no reason at all to hesitate over having accepted the offer of a trip to Blechnie Palace with the Solicitors' Wine Society. Arriving with friends in an elderly Morris Minor we are firmly directed

Monday

When I walk into the university in the morning I have a choice of two routes. One, to be taken in dry weather, wanders alongside an attractive lake. The sight of the unsuspecting mallards provokes pleasant thoughts of greed; if spring comes, can winter, rust game and burgundy be far behind. The other route passes the faculty of letters building which carries out of its walls the curious slogan "Gays against Fascism". Why, I

wonder, does this slogan alone survive the attention of the bursar's department. Is it because of official approval of the sentiments it expresses? But what sentiment does it express?

Was the author a fascist who wished to imply that fascism is opposed only by a deviant minority? Or was he—or she—proclaiming, on the contrary, that in a gay world there would be no fascist or communist or other "isms". Or is it evidence of sad interlocking strife between members of a minority group as they struggle, like extremist religious sects or political groups, for ever greater orthodoxy, expelling all who fall to measure up to the beliefs of the ruling clique? (Where the campus meets the main road there is an official sign which gives me equal pleasure. It says simply "University of Reading and Museum of Reading". Read it, you see, that is open to misinterpretation?)

Before I finally reach my room I pass a diseased and dying copper beech tree, the sight of which also provokes thoughts, this time about the way senates behave. The landscape committee in one of its reports included, along with other recommendations about the laying of paths, the erection of brick walls and similar matters, a recommendation that the tree should be felled. The Friends of Rotting Trees were not prepared to allow the matter to pass unnoticed. Senate debated the proposal with the vigour and at the length it always reserves for minor, though it always reserves for minor, non-academic matters. Only the registrar's conviction that the tree will fall on a temporary hill which houses members of the registry will, I think, prevent it being spared.

Tuesday

One of the attractions of working in Reading is the ease of access to the University of London. The Institute of Advanced Legal Studies. No risk there of being button-holed on departmental problems. And what a curiously satisfying, if spurious, feeling of scholarship comes from reading old numbers of the *Kentucky Law Journal* and cases which turn out to be unimportant decisions of undistinguished courts from certain other jurisdictions.

Often, on the days when I work at the institute, I lunch at Cranks at Heals, and marvel at the appetites of confirmed vegetarians as they devour at grain, wholemeal rolls, earthenware bowls of mixed salads, yoghurt with nuts and raisins, fruit puddings and fudge, trifle (made with wholemeal flour), cheese, quantities of viscous, natural fruit juices

and, here and there, the old, nourishing glass of wine. Since it is the vacation I abandon work sufficiently early to join the queue of ballroomers waiting to see *The Turning Point*. The glimpses the Haydock, Crayke, Bujones and Adams are absurdly brief but Shibley is seen long enough to evoke memories of past glories and raise hopes that she has not abandoned her career entirely while Barysnyk flizzes around the screen in a fairly realistic recreation of the marvel he actually achieves on stage.

Wednesday

Even in the vacation a day in the library is a luxury. Most law schools prefer to have their own libraries housed in their own buildings. Among other advantages this enables professors to pursue research without having to undertake uncomfortable journeys in central university libraries in the cold and wet days of winter.

Among disadvantages it ensures the unlikelihood of law students reading books or journals which are not to be found in their own libraries and leads inevitably to problems of classification—where does *Erskine May* belong—and duplication—does the law library need a set of *Hansard* in addition to that in the law library? At Reading the law library, by force of circumstances, is housed in the main library, a collection of government papers far larger than a separate law library would possess. Well-established holdings in classics, history and philosophy often turn out to contain material necessary for research which one might be surprised to find in any library.



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The only disadvantage of a two good. Instead of power of the run of the mill edition of the geographical rarity and value has to be summoned from a reserve. Campbell's *Line of Lord Justices*, when it appears, has been autographed by the author.

Thursday

A friend who is now a professor of pathology told me he would accept the headship of a department in order to waste his time ordering lavatory paper. That is an important task is undertaken by a department. None the more, he is not working towards accumulation of income, but towards the triviality of much departmental work. Why should I waste time writing N's questionaire about views on the teaching of the early English law? Explaining to him why I have answered his questionnaire is as tedious as answering his questionnaire. Why should I waste time writing N's questionaire about views on the teaching of the early English law? Explaining to him why I have answered his questionnaire is as tedious as answering his questionnaire.

Friday

The approach of term is spending a morning drafting for the departmental meeting a small batch of second papers waits to be marked. In the first-year script and final papers. The early day of Reading examinations that takes place before the part of the summer term. In fact, my publishers have promised the proofs of one book to the end of April and I promised them the material for a second edition of another book. I am reminded of the description of an English novel as being "one long unbroken series of events". I am reminded of the description of an English novel as being "one long unbroken series of events". I am reminded of the description of an English novel as being "one long unbroken series of events".

Paul Jackson

The author is professor of law at Reading University.

indications for higher education (the final achievement of a comprehensive system in the schools). Such a debate would go beyond the range of the 14 years raised in the current state of affairs and would involve a much more positive attempt to identify directions for policy. For example, in the most exciting developments in the recent history of higher education has been the establishment of the Open University. In the document it is referred to as making a contribution to part-time higher education. To many others, both in country and overseas, the Open University is seen as establishing a substantially different contrast between the education system and distance learning needs to be explored.

There are many new ideas which informal avenues in education could be encouraged to relate to the increasing pace of time that adults will have available. Television and libraries are being used for the delivery of education and local policies may be more effective. The nomination of a new contender for the Presidency in the party of the masses seemed to show how feeble the assault of the radical Left and of their black troops, the forces of even the most radical of the masses seemed to be. The failure of the protest of the late 1960s went even deeper. The very institutions which they had been able to suggest a reasonable alternative to this "social democratic" model of modern society. It is very different because the concept always depended crucially on mass intellectual approval, has collapsed and they have been devastated by a Left in search of simplicity. May 1968 was an important milestone in this development. Edgar Allan Poe's democratic consensus, May 1973 a melancholy anniversary.



Melancholic memories of the May 1968 myth

1968—like a love affair long ago—always remembered the month of May as a time of melancholic memories of delight mingled with disappointment in the then now on the threshold of the year for whom the events in the month of May were the culmination of a struggle for the triumph of capitalism, from almost all the "isms" that keep men in the streets.

Why precisely those street demonstrations in Paris ten years ago, which shook the self-confident French State, should have had such a powerful influence on the political consciousness of all our societies, not just France, and a mystery. How could a few weeks of transient disturbances have an impact on our political culture comparable to that of the Civil War 30 years before which so many died?

In the United States in contrast higher education was a peripheral issue. The real issues were always race and Vietnam. So these student protests were an "external" revolt in which universities and colleges were almost accidentally embroiled as part of a general critique of American society. In Britain, where both internal prevarications and the unreformed nature of higher education was an important grievance in its own right. Students' protests in these countries could be regarded as an "internal" revolt that spilled over into wider society.

Yet these attempts to reduce to a minimum the significance of the protest movements of the 1960s are really no more successful than the myth of the 1968 myth. First, there can be no doubt that many of the values that first became prominent in that decade, personal values perhaps to a greater extent than public ones, have become part of our social currency to a degree that would not have been anticipated in 1968. Secondly, the memory of the 1960s cannot be expunged entirely. These events demonstrated how thin for many young people was the crust of their loyalty to institutions which often seemed and are now, in fact, are, an ominous reminder of the self-doubt that infects advanced societies.

This is the most important legacy of 1968, the rediscovery of self-doubt. In the preceding 20 years that was one commodity that seemed in short supply—perhaps deliberately so after the Nazi holocaust. The advanced non-communist world seemed to be presided over by benevolent if rather soulless technocrats who could do no wrong and whose political philosophy could be summed up as socialism without ideology. In higher education it was the same—Clark Kerr's "multiversity", the new universities in Britain, the burgeoning of social sciences, the strong belief that higher education produced positive economic benefits.

Today the picture is almost the same and very different. It is almost the same because neither the revolutionary Left of the 1960s nor the neo-conservatives of the 1970s have really been able to suggest a reasonable alternative to this "social democratic" model of modern society. It is very different because the concept always depended crucially on mass intellectual approval, has collapsed and they have been devastated by a Left in search of simplicity. May 1968 was an important milestone in this development. Edgar Allan Poe's democratic consensus, May 1973 a melancholy anniversary.

LETTERS TO THE EDITOR

Closed sessions at the SSRC

Sir—Last week you referred to "secrecy" leading to a one-day strike at the Social Science Research Council. In case anyone may think that this could conceivably refer to the way in which decisions regarding the expenditure of public funds are taken I feel it necessary to set the record straight. The council of SSRC have decided that when they discuss their management position in industrial relations questions it will do so in private session. It is obviously ludicrous to have staff (some of whom are union representatives) sitting in on council meetings when we are considering our response to union demands or other aspects of staff and industrial relations which will lead to negotiation or consultation with trade unions.

Your reference to discussion of a report reviewing the structure of SSRC should be placed in this context. The report from a working party of council to council was discussed with members of staff present except for one paragraph which had industrial relations implications and would need consultation or negotiation with trade unions if it were to be accepted. It seems to me to be totally reasonable that council should be able to discuss this privately without having present those with whom any subsequent consultation or negotiation would take place. Indeed the discussions were informed in advance that should any changes take place following this report there would be a full process of consultation and negotiation, as appropriate. Incidentally, following usual practice with council papers, the working party's full report was placed in the SSRC's library and thus was available to all staff in advance of council's meeting. There was nothing secret about it.

American student attitudes

Sir—I have just read your special supplement on higher education in America (*THE*, March 11). I enjoyed its perspective, particularly on the value of the organized diversity found at the annual meeting in Chicago of the American Association for Higher Education. I want to take an exception, however, to the article on student attitudes ("Priority is on Consumerism"), although the National Student Educational Fund (which work for itself may have contributed to the overemphasis on students' personal financial concerns.

In your haste to create a story of contrast, I feel that the "non-consumer" concerns of students were not well described. Two examples are students' efforts to end investments in South Africa and to stop the spread of nuclear power plants. A review of the past two years of issues of *The Chronicle of Higher Education* would have provided extensive detail for a story on the growing protest among students and faculty to end corporate and cultural endorsement of South Africa. Such

Sticking to length

Sir—I may perhaps be allowed to comment briefly on a point arising out of Professor Moloney's review of my *Leopardi* (*THE*, April 7). I feel I would not be fair to the editor of the series if I imposed on him the responsibility for the length of the book, and described as galling the experience of sticking to that length. I was, in fact, invited by him to exceed the norm. By that time, however, the book had already been cast in its present shape, according to the length initially suggested, and I found it very difficult to stretch it without reworking and rewriting it extensively. As I said in its preface, the book is therefore more the product of a much larger volume which the readers should ideally build-up in their own minds.

I can only hope the result of such a cooperation on their part may turn out to be a much better book than I was able to write myself. Yours faithfully, G. CARSANIGA, Reader in Italian, University of Sussex.

It should be clearly understood that no decisions whatsoever regarding the expenditure of public funds on research grants, contracts or postgraduate awards are taken at these private discussions. I know of no occasion on which any aspect of Council's work has been impaired by the exclusion of staff with appropriate and useful expertise. Yours faithfully, DAVID ROBINSON, Chairman, SSRC.

Sir—We were pleased you reported last week our strike on April 14 in protest against the regular closed sessions held by the SSRC. Unfortunately the impression was given that our objections to closed sessions were based on the exclusion of our social scientific expertise from the discussions. We would like to make it clear to your readers that our objections to closed sessions of council are as follows:

- (1) As a matter of principle, public bodies should conduct their business as openly as possible.
- (2) Employees should not be excluded from discussions and decision-making directly affecting their legitimate interests.
- (3) The council employs suitably qualified staff to prepare the necessary groundwork for its deliberations and to implement its decisions; neither council nor staff can do their jobs properly when staff are excluded from parts of the decision-making.
- (4) The staff in public servants have a serious responsibility for ensuring that the public interest is properly maintained at all times.

Yours faithfully, MICHAEL BRENNAN for the SSRC ASTMS Group.

growth has paralleled the increased news coverage of Southern Africa. Students have been extensively involved in the fight against nuclear power plants, using search, voter registration and sit-in activities, which will take place in the United States and internationally on Wednesday May 4. This activism follows a student path, self-organised environmental issues. Students have responded in many ways to the challenges of higher-priced energy and the political need for safe and decentralised sources of power. I would note that about half of the student originated studies supported by the National Science Foundation have come from students' concerns for developing or conserving energy.

In the end, however, economics is still the key to political activism. This is not a new path, self-organised environmental issues. Students have responded in many ways to the challenges of higher-priced energy and the political need for safe and decentralised sources of power. I would note that about half of the student originated studies supported by the National Science Foundation have come from students' concerns for developing or conserving energy.

Yours faithfully, LAYTON GILMAN, President, National Student Educational Fund.

University pay dispute

Sir—What is the size of the gap between what the Government is willing to offer and the AUT to accept in the case, say, of a lecturer at the top of the salary scale (£7,308)? In the absence of evidence on the contrary, suppose provisionally the Government have in mind the agreed £8,250 being reached by October 1, 1980, in equal stages, and the AUT have in mind it being reached by October 1, 1979, also in equal stages.

If the lecturer is paying the standard rate of income tax, the difference in real cost to the government (or real gain by the lecturer) would then only be about £300. It would be deplorable if our students suffered through an intransigent adherence to some principle, common with many young people, as a display of lack of principle.

Yours faithfully, DAVID R. BATES, Special research professor, Department of applied mathematics and theoretical physics, Queen's University of Belfast.

A sixth model

Sir—Can we add a further model to the five already proposed for dealing with *Higher Education into the 1980s*, at least for the purpose of academic discussion?

This model F would be that the higher educational system expand as indicated by the increasing numbers of students but broadly maintaining the present standards of staffing and buildings. Then, as the numbers of British students fall away after 1983 fill up the empty spaces with students from overseas, particularly from Third World countries where the demographic configuration (and therefore demand for higher education) differs markedly from the UK.

In a different age, when Britain was not quite as inward looking as she seems to be now, such a project might well have elicited some chortle of response. At these times, who would pretend that the apparently increasing problems of race relations in Britain would not defeat such a noble a purpose? But perhaps an argument for model F could be based on less ideal grounds. Suppose it turned out that the overseas countries are able to pay for the services rendered—what then?

Yours faithfully, PROFESSOR R. B. DAVISON, Dean, faculty of social sciences, University of Calicut, Kerala.

Submissions to Finniston

Sir—In a generally authoritative and well informed briefing on the Finniston Committee (THS, April 21), your science correspondent Robin McKie comments that I had told a Business Scotland conference "rather scornfully" that some submissions "read like chief constables' annual reports pleading desperately for more men to do the job".

It is always difficult to do justice to complex arguments about a complex problem in a one sentence summary, but I would like to correct the somewhat misleading impression your report may give the casual reader.

The evidence from the institutions as would be expected, demands careful and thorough attention. Nobody could be so full-certainly not I—of the impressive research and close argument of many of these presentations. In addition, as your report indicates, the committee is attaching much importance to the meetings helpfully arranged by the CEA at which, by the conclusion of the inquiry, some 10,000 members of institutions will have had a chance to put their views to the committee. In any event overall comment is premature as not all evidence has been received.

This point of my speech was to remind the audience that, as well as questions of overall manpower needs and the quantity of engineers of a particular type required, the committee is charged also with looking at the possibly less tractable problems of quality and the effective utilization of engineers in relation to the needs of manufacturing industry. In this connexion we are to pay close attention to the experience of engineers and managers in companies in the manufacturing sector particularly.

Hence the comparison with the police service. It is easy enough to demand more policemen, more difficult to decide between beat bobbies and panda fleets given a fixed share of national resources for fighting crime.

Yours sincerely, DAVID H. WEIR, Doon, Scottish Business School.

Doing the impossible

Sir—In her profile of Professor Laurence Martin, the new vice-chancellor of Newcastle University, Judith Ward writes: "He did his PhD in international politics—something it would have been impossible to do in this country in the 1950s..."

There were, however, one or two of us who did the impossible. Yours faithfully, BRIAN PORTER, Department of international politics, University College of Wales, Aberystwyth.

Reform and demographic stalemate



James Porter

When opening the debate on education in October 1976, the Prime Minister said wryly: "It is almost as though some people would wish that the subject matter and the purpose of education should not have public attention focused on it; nor that profane hands should be allowed to touch it..."

The piousness and posturing of the public debate that followed the speech did little to advance our understanding of the matters to which Mr Callaghan referred. Since those heady days, however, the

Department of Education and Science has sought to engage in a more substantial dialogue about educational issues and, in particular, has produced two documents for discussion which take up major concerns in the fields of secondary and higher education. When seeking to engage in the dialogue it is very apparent that the kinds of questions being asked about schools are quite different from those being posed in the field of higher education.

In the working papers of HM Inspectorate entitled *Curriculum 11-16*, the DES raises questions about the function of schools as institutions, their relationship to society, and their role in preparation for work. Even more specifically the case for a common curriculum is fully argued and eight broad areas of experience are outlined which are considered to be important for all pupils. In spite of the many caveats that the "views expressed are those of the authors and not necessarily those of the Inspectorate as a whole" they undoubtedly take us into the heart of the core curriculum debate. The authors argue that "all pupils have essential elements" of our civilisation and culture.

When describing broad areas of experience there is a heavy emphasis upon the aesthetic and creative, upon the ethical, upon beliefs and values and what is called the "spiritual area". Thus, the school is seen as a place in which beliefs and values should be considered, self-knowledge should be acquired, and principles underlying practical morality should be understood. In other words we are invited to engage in debate upon the schools as institutions as well the purpose, nature and content of the whole curriculum.

By vivid contrast *Higher Education into the 1980s*—a discussion document published in February, is heavy with demographic data, graphs, and statistical tables and "participation rates and resource allocations". The result of what is a highly logistic and apparently "value free" approach, is to produce widely different models of the mid-1990s. On the low variant model there would actually be 53,000 fewer places in higher education and on the high variant there would be an increase of some 78,000 places.

In spite of such vast differences of scale there is virtually no discussion about the purpose or nature of higher education. It is little attempt to continue the important areas of discussion raised in the Educational Planning Paper of 1970 and the White Paper of 1972. Of the five models discussed, the first three pre-suppose a higher education scheme broadly on the same lines as the present one and the other two only modify certain aspects of provision to deal with a possible post-1980s. The discussion is almost entirely concerned about how many students to admit, for how long and for what cost. All are essentially second order questions.

The answer to questions about the number of students should be preceded by basic questions such as those taken up in the *Report of the Committee of Enquiry into Higher Education* of 1963. What kind of post-school education should be available in the 1980s and 1990s? What should be the relationship between educational institutions and society and between educational programmes and preparations for work? Are there times after the age of 16 when all citizens should have some access to resources which experiences which will be deliberately aimed to illuminate and

extend their understanding and to improve their life chances. The national debate started by James Callaghan was seen as largely about the schools. The speech was, in fact, made at a very distinctive "second chance" college for adults. The Prime Minister noted that many mature men and women had missed the opportunity to develop their full potential at an earlier age. That is true of our society. However, nowhere does *Higher Education into the 1980s* seem to challenge the tired cliché of the so-called "Robbin's principle".

One is left wishing that the DES discussion paper on the schools had been less romantic and more reflective of the realities so lucidly set out in the higher education document. However, the answers to the questions raised in the higher education document can only be answered in the context of a much deeper and more profound debate along the lines raised by consideration of the curriculum of the schools.

The dramatic differences in style between the two papers leaves the reader with the impression that the DES has decided relationship between what happens in schools, and what happens in the formal post-school education system. Perhaps Mr Callaghan should deliver a second speech about education, only this time he might make it in a comprehensive school and take higher education as his theme.

This could lead to a fresh debate that might establish new principles rather than merely leading to an embellishment of the old ones in the 1980s and 1990s. Such a debate, accepting the importance of the downward demographic drift in the younger age groups, should refuse to be hypnotised by the figures and begin by paying much more attention to the